

AMERICAN INSTRUCTORS OF THE DEAF

REPORT

OF THE

PROCEEDINGS OF THE TWENTY-FOURTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

HELD JUNE 29 TO JULY 4, 1925, AT
COUNCIL BLUFFS, IOWA



Gallaudet College
LIBRARY
Kendall Green, Washington, D. C.

DECEMBER 8, 1925.—Referred to the Committee on Printing

AMERICAN INSTRUCTORS OF THE DEAF

REPORT

PROCEEDINGS OF THE TWENTY-FOURTH MEETING

SENATE RESOLUTION 108

REPORTED BY MR. PEPPER

IN THE SENATE OF THE UNITED STATES,

January 4, 1926.

Resolved, That the report of the twenty-fourth meeting of the Convention of American Instructors of the Deaf be printed, with illustrations, as a Senate document.

Attest:

EDWIN P. THAYER,
Secretary.

LETTER OF TRANSMITTAL

COLUMBIA INSTITUTION FOR THE DEAF,
Washington, D. C., December 1, 1925.

To the Congress of the United States:

In accordance with the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, I have the honor to submit the proceedings of the twenty-fourth meeting of the convention, held at Council Bluffs, Iowa, June 29 to July 4, 1925, inclusive.

I have the honor to be, very respectfully, your obedient servant,
PERCIVAL HALL, *President.*

HON. CHARLES G. DAWES,
President of the Senate.

SPEAKER OF THE HOUSE.

LETTER OF SUBMITTAL

MARYLAND STATE SCHOOL FOR THE DEAF,
Frederick, Md., November 15, 1925.

PERCIVAL HALL, Litt. D.,
*President Columbia Institution for the Deaf,
Washington, D. C.*

DEAR SIR: The act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, requires a report to Congress, through the president of the Columbia Institution for the Deaf, Washington, D. C., "of such portions of its proceedings as its officers shall deem to be of general public interest and value concerning the education of the deaf."

Agreeably to the above request, I have the honor to submit herewith a full and complete report, containing such papers and addresses as might be of interest or of historic value, which were delivered at the twenty-second meeting of the convention held at Council Bluffs, Iowa, June 29 to July 4, 1925, inclusive.

May I respectfully request that this report be laid before Congress?

Very truly yours,

IGNATIUS BJORLEE, *Secretary.*

ACT OF INCORPORATION

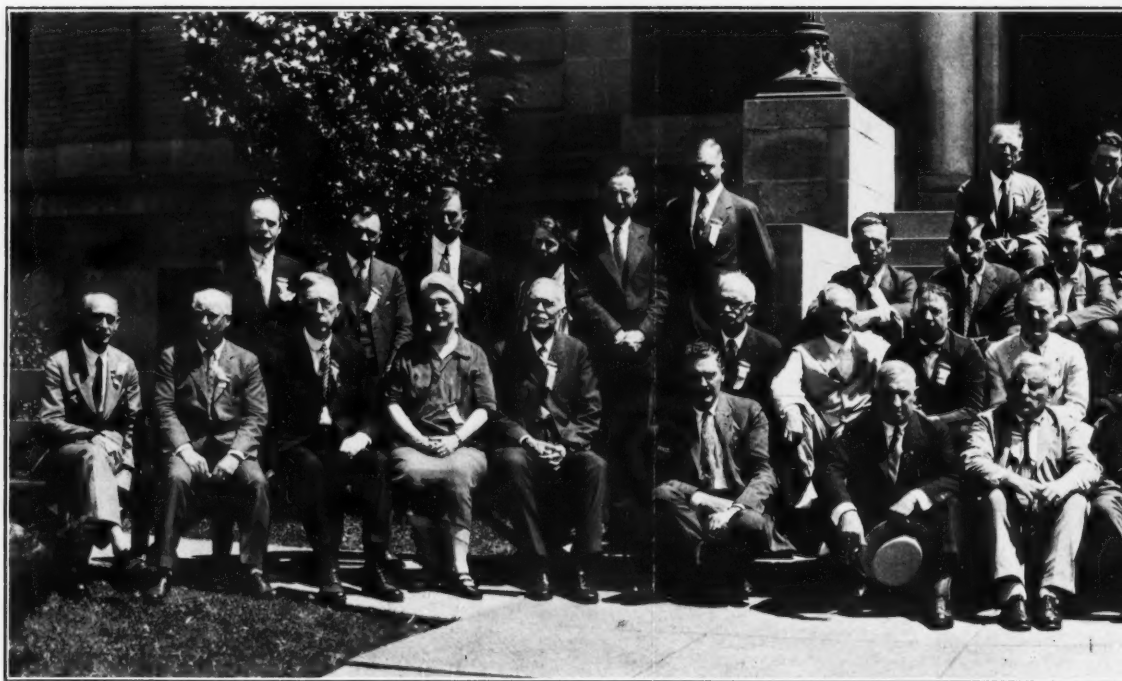
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Edward M. Gallaudet, of Washington, in the District of Columbia; Francis D. Clarke, of Flint, in the State of Michigan; S. Tefft Walker, of Jacksonville, in the State of Illinois; James L. Smith, of Faribault, in the State of Minnesota; Sarah Fuller, of Boston, in the State of Massachusetts; David C. Dudley, of Colorado Springs, in the State of Colorado; and John R. Dobyms, of Jackson, in the State of Mississippi, officers and members of the Convention of American Instructors of the Deaf, and their associates and successors, be, and they are hereby, incorporated and made a body politic and corporate in the District of Columbia, by the name of the "Convention of American Instructors of the Deaf," for the promotion of the education of the deaf on the broadest, most advanced, and practical lines, and by that name it may sue and be sued, plead and be impleaded, in any court of law or equity, and may use and have a common seal and change the same at pleasure.

SEC. 2. That the said corporation shall have the power to take and hold personal estate and such real estate as shall be necessary and proper for the promotion of the educational and benevolent purposes of said corporation, which shall not be divided among the members of the corporation, but shall descend to their successors for the promotion of the objects aforesaid.

SEC. 3. That said corporation shall have a constitution and regulations or by-laws and shall have the power to amend the same at pleasure: *Provided*, That such constitution and regulations or by-laws do not conflict with the laws of the United States or of any State.

SEC. 4. That said association may hold its meetings in such places as said incorporators shall determine, and shall report to Congress, through the president of the Columbia Institution for the Deaf and Dumb at Washington, District of Columbia, such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf.

Approved, January 26, 1897.



SUPERINTENDENTS A

Twenty-fourth meeting of the Convention of American Instructor



SUPERINTENDENTS AND PRINCIPALS

of American Instructors of the Deaf, June 29 to July 4, 1925, Council Bluffs, Iowa

OF
C
A

A
Sta
V
Sch
A
lan
T
Iov

M
for
M
the
M
for

A
Up
A
of
En
C
of
St
Sm
M
of
Bl
Fo
Pe
Jo
Ge
Gr
Ca
Ad
of

**OFFICERS OF THE CONVENTION OF AMERICAN INSTRUCTORS
OF THE DEAF (1925-1927), STANDING EXECUTIVE COMMITTEE,
AND OTHER STANDING COMMITTEES**

OFFICERS

President.—Dr. John W. Jones, Columbus, Ohio, superintendent of the Ohio State School for the Deaf.

Vice president.—Frank M. Driggs, Ogden, Utah, superintendent of the Utah School for the Deaf.

Secretary.—Ignatius Bjorlee, Frederick, Md., superintendent of the Maryland State School for the Deaf.

Treasurer.—Dr. J. Schuyler Long, Council Bluffs, Iowa, principal in the Iowa School for the Deaf.

DIRECTORS

[The directors, with the officers, form the standing executive committee]

Dr. William A. Caldwell, Berkeley, Calif., principal of the California School for the Deaf.

Frank W. Booth, Omaha, Nebr., superintendent of the Nebraska School for the Deaf.

Elbert A. Gruver, Council Bluffs, Iowa, superintendent of the Iowa School for the Deaf.

STANDING COMMITTEES

Kindergarten section.—Mrs. Fayette P. Fox, of New York, chairman; Louise Upham, of Pennsylvania; Mrs. S. M. Moore, of Florida; Rose Marsh, of Ohio.

Normal section.—Dr. A. H. Walker, of Florida, chairman; E. S. Tillinghast, of South Dakota; A. L. Brown, of Colorado; Lyman Steed, of Pennsylvania; Enfield Joiner, of North Carolina.

Oral section.—Gertrude Van Adestine, of Michigan, chairman; Lyman Steed, of Pennsylvania; Martha C. Bell, of Colorado; Clara E. Newlee, of Illinois.

Auricular section.—Dr. E. L. La Crosse, of New York, chairman; Elwood A. Stevenson, of Minnesota; Mrs. S. M. Moore, of Florida; Mrs. Margaret C. Smith, of Colorado.

Industrial section.—Tom L. Anderson, of Iowa, chairman; H. E. Day, of Missouri; M. J. Lee, of Kentucky; P. N. Peterson, of Minnesota.

Art section.—Henry E. Bruns, of Minnesota, chairman; Micaelena Carroll, of New York; Mrs. M. M. Corey, of Tennessee; Mrs. M. A. Turner, of Council Bluffs, Iowa.

Eastern local section.—Alvin E. Pope, of New Jersey, chairman; T. C. Forrester, of New York; Dr. Hanna Miller, of New York; A. C. Manning, of Pennsylvania.

Southern local section.—F. H. Manning, of Alabama, chairman; Enfield Joiner, of North Carolina; G. C. Huckaby, of Louisiana; J. C. Harris, of Georgia.

Western local section.—H. J. Menzemer, of Montana, chairman; Howard Griffin, of Arizona; Burton W. Driggs, of North Dakota; Dr. William A. Caldwell, of California.

Neurology.—I. S. Fustfeld, of the District of Columbia, chairman; Mabel E. Adams, of Massachusetts; George M. McClure, of Kentucky; Augustus Greener, of Ohio.

OFFICERS OF THE CONVENTION, 1923-1925

President.—Dr. Newton F. Walker, Cedar Spring, S. C., superintendent of the South Carolina School for the Deaf and the Blind.

Vice president.—Elbert A. Gruver, Council Bluffs, Iowa, superintendent of the Iowa School for the Deaf.

Secretary.—Ignatius Bjorlee, Frederick, Md., superintendent and principal of the Maryland State School for the Deaf.

Treasurer.—Dr. J. Schuyler Long, Council Bluffs, Iowa, principal of the Iowa School for the Deaf.

DIRECTORS

[The directors, with the officers, form the standing executive committee]

J. W. Jones, Columbus, Ohio, superintendent of the Ohio State School for the Deaf.

Frank M. Driggs, Ogden, Utah, superintendent of the Utah School for the Deaf.

William A. Caldwell, Berkeley, Calif., principal of the California School for the Deaf.

ACTIVE MEMBERS

LIFE MEMBERS

Donald, Dora, Colorado Springs, Colo. Larson, L. M., Faribault, Minn.
Humbert, Mrs. L. A., Colorado Springs, Colo.

MEMBERS

Acker, Mrs. Lela, Olathe, Kans.
Adams, Mabel E., 38 Percival Street, Dorchester, Mass.
Alcorn, Sophia K., Sioux Falls, S. Dak.
Aldrup, Frances, 4205 Emmett Street, Omaha, Nebr.
Anderson, Mrs. Effie W., Council Bluffs, Iowa.
Anderson, Tom L., Council Bluffs, Iowa.
Archer, Tunis V., Jacksonville, Ill.
Arnold, Allie, Colorado Springs, Colo.
Atkinson, Mary, West Hartford, Conn.
Bailey, Ruth, 605 Jordan Street, Jacksonville, Ill.
Ballenger, Lulu, Council Bluffs, Iowa.
Ballenger, Mary, Morganton, N. C.
Bateman, George, Halifax, Nova Scotia.
Bell, Martha C., Colorado Springs, Colo.
Bell, Moffett, Lansing, Mich.
Bender, Harriett, Council Bluffs, Iowa.
Berry, Amelia, Statton M, New York, N. Y.
Betts, Otis A., Rome, N. Y.
Betts, Mrs. Otis A., Rome, N. Y.
Birek, Mrs. Ruth K., Fulton, Mo.
Birek, Vernon S., Fulton, Mo.
Bjorlee, Mrs. Ignatius, Frederick, Md.
Bjorlee, Ignatius, Frederick, Md.
Blaker, Sadie, Faribault, Minn.
Blankenship, Mrs. Ota C., Omaha, Nebr.
Blattner, J. W. Sulphur, Okla.
Booth, F. W., Omaha, Nebr.
Bossi, Edna, Delavan, Wis.
Boulware, Cordie V., Fulton, Mo.
Bowers, Faith, Council Bluffs, Iowa.
Branigan, Ann, Columbus, Ohio.
Brasel, Elbert, Jacksonville, Ill.
Bray, T. Emery, Delavan, Wis.
Brown, Alfred L., Colorado Springs, Colo.
Brown, Mrs. D. S., Fulton, Mo.
Bruce, Catherine, Council Bluffs, Iowa.
Buchanan, Arthur, Austin, Texas.
Buckwalter, Winifred, Council Bluffs, Iowa.
Burke, Sister Mary Ann, Buffalo, N. Y.
Burns, S. Robey, Jacksonville, Ill.
Caldwell, William A., Berkeley, Calif.
Caldwell, Mrs. W. A., Berkeley, Calif.
Camp, W. S., Jacksonville, Ill.
Case, Ruth Ellen, Omaha, Nebr.
Cheek, William, 860 South Main Street, Jacksonville, Ill.
Cloud, Dan T., Olathe, Kans.
Cloud, J. H., 2606 Virginia Avenue, St. Louis, Mo.
Coffman, Opal, 225 Nebraska Avenue, Jacksonville, Ill.
Coleman, Grace D., Kendall Green, Washington, D. C.
Connery, Julia M., Central Institute, St. Louis, Mo.
Connor, Wesley O., Sante Fe, N. Mex.
Cool, Mamie, Council Bluffs, Iowa.
Craig, Sam B., Kendall Green, Washington, D. C.
Crandall, Mrs. Laura R., 643 Hardin Avenue, Jacksonville, Ill.
Criscillis, Mossie, Faribault, Minn.

- Crampton, Alice, Council Bluffs, Iowa.
 Crockett, Sallie, 1908 University Avenue, Austin, Tex.
 Crosby, Mrs. Laura, Delavan, Wis.
 Cuthbertson, E., Halifax, Nova Scotia.
 Cutslaw, Ursa, Indianapolis, Ind.
 Daniel, Elizabeth, Jackson, Miss.
 Daniel, Judith, Council Bluffs, Iowa.
 Davis, Amanda, Jacksonville, Ill.
 Davis, Mrs. Gladys B., Des Moines, Iowa.
 Day, Herbert E., Fulton, Mo.
 De Berry, Parley, Romney, W. Va.
 De Motte, Amelia, Jacksonville, Ill.
 Dougherty, Julia, 6833 Anthony Avenue, Chicago, Ill.
 Driggs, Mrs. Burton W., Devils Lake, N. Dak.
 Driggs, Burton W., Devils Lake, N. Dak.
 Driggs, F. M., Ogden, Utah.
 Drury, M. E., Hartford, Conn.
 Dumon, Lucie M., 1924 Delavan Avenue, Detroit, Mich.
 Dunlap, Cornelia, Council Bluffs, Iowa.
 Egan, Ann R., Council Bluffs, Iowa.
 Elfter, Bertha, Jacksonville, Ill.
 Ellison, Mrs. O. C., Sioux Falls, S. Dak.
 Elstad, Leonard M., New York, N. Y.
 Elstad, Mrs. M. W., New York, N. Y.
 Ely, Mrs. Charles R., Kendall Green, Washington, D. C.
 Ely, Charles R., Kendall Green, Washington, D. C.
 Ely, Grace D., Kendall Green, Washington, D. C.
 Emerson, Grace M., Albany Day School, Albany, N. Y.
 d'Estrella, T. H., Berkeley, Calif.
 Evans, Gladys, Gooding, Idaho.
 Fay, Helen B., Kendall Green, Washington, D. C.
 Fink, Thirza, Faribault, Minn.
 Fitzgerald, Edith, Baton Rouge, La.
 Forrester, T. C., Rochester, N. Y.
 Foster, Dorothy, Brattleboro, Vt.
 Fowler, Mrs. Frances, Delavan, Wis.
 Fox, T. F., Station M, New York, N. Y.
 Frank, Mary B., King City, Mo.
 Fursfeld, Irving S., Kendall Green, Washington, D. C.
 Gardner, Isaac B., Station M., New York, N. Y.
 Gilbert, I. B., Flint, Mich.
 Glidea, Mary, Wilksburg, Pittsburgh, Pa.
 Gollmar, Mae, Wilksburg, Pittsburgh, Pa.
 Goodwin, E. McK., Morganton, N. C.
 Grady, Margaret, Sioux Falls, S. Dak.
 Gray, Mabel, Northampton, Mass.
 Greener, A. B., Columbus, Ohio.
 Griffin, Beatrice, Vancouver, Wash.
 Gross, Henry, Fulton, Mo.
 Grow, Charles B., Cave Springs, Ga.
 Gruver, Cora E., Cleveland, Ohio.
 Gruver, E. A., Mount Airy, Philadelphia, Pa.
 Haaser, Augusta, Omaha, Nebr.
 Hall, Harriett M., Sioux Falls, S. Dak.
 Hall, Inis B., Olathe, Kans.
 Hall, Percival, Kendall Green, Washington, D. C.
 Hallman, Anna, Council Bluffs, Iowa.
 Hamilton, Ida C., Boulder, Mont.
 Harkness, Janet, Council Bluffs, Iowa.
 Harner, Zella, Fulton, Mo.
 Hauberg, Margaret, Little Rock, Ark.
 Hendee, Mrs. Ida C., Omaha, Nebr.
 Henderson, Jennie M., 57 Birch Street, Roslindale, Mass.
 Henderson, Mrs. Robert, Des Moines, Iowa.
 Herdman, Pearl, 3425 Henrietta Street, St. Louis, Mo.
 Herdfeldter, Augustus P., Romney, W. Va.
 Hill, Miss E. Pinckney, Fulton, Mo.
 Hill, Mrs. Joseph W., Omaha, Nebr.
 Hodgson, E. A., Station M, New York, N. Y.
 Hofsteater, Howard McP., 211 Park Avenue, Talladega, Ala.
 Hofsteater, Mrs. Ollie T., 211 Park Avenue, Talladega, Ala.
 Hoge, Leslie, Olathe, Kans.
 Howard, Belle, Jacksonville, Ill.
 Hudson, Fern, Council Bluffs, Iowa.
 Hudson, Pansy, Council Bluffs, Iowa.
 Hughes, Mrs. Peter T., Fulton, Mo.
 Hughes, Peter T., Fulton, Mo.
 Humphreys, Evelyn, 818 South Kingshighway, St. Louis, Mo.
 Hurd, Mrs. Anna, Providence, R. I.
 Iles, Edmisten W., Station M., New York, N. Y.
 Jackson, Anne W., Jacksonville, Ill.
 James, Ada, Belleville, Ontario.
 Jameson, Dollie, Fulton, Mo.
 Johnson, J. L., Trenton, N. J.
 Jones, Ina, Omaha, Nebr.
 Jones, J. W., Columbus, Ohio.
 Kelly, Mrs. C. L., North End, Nebr.
 Kelly, Elizabeth, Council Bluffs, Iowa.
 Kepler, M. Adele, 1421 Southwest Street, Jacksonville, Ill.
 Kerr, Elizabeth H., Fulton, Mo.
 Kerr, Susan B., Fulton, Mo.
 Kileen, Mary F., Faribault, Minn.
 Kilpatrick, Mary, Faribault, Minn.
 King, Blanche, Council Bluffs, Iowa.
 King, Willie Mae, Council Bluffs, Iowa.
 Krallman, Esther, Omaha, Nebr.
 Kuster, Amelia D., Omaha, Nebr.
 LaCrosse, Edwin L., New York, N. Y.
 Lange, Paul, Delavan, Wis.
 Lawrence, Mrs. Mary S., Delavan, Wis.
 Lee, Madison J., Danville, Ky.
 Lewin, Lucie M., Staunton, Va.
 Long, Mrs. E. F., Council Bluffs, Iowa.
 Long, J. Schuyler, Council Bluffs, Iowa.

- Lynes, Evelyn, Fulton, Mo.
 McAloney, Thomas S., Colorado Springs, Colo.
 McClure, George M., Danville, Ky.
 McIntire, O. L., Council Bluffs, Iowa.
 McKeen, Frances, Northampton, Mass.
 McPhail, Ellen, Winnipeg, Manitoba.
 Malody, Miss M. T., Jacksonville, Ill.
 Manning, A. C., Pittsburgh, Pa.
 Manning, F. H., Talladega, Ala.
 Marbut, Musa, Trenton, N. J.
 Marsh, Rose, Columbus, Ohio.
 Marty, J. J., Council Bluffs, Iowa.
 Menzemer, H. J., Boulder, Mont.
 Mikkelsen, Charste, Devils Lake, N. Dak.
 Miller, Ada, Cedar Spring, S. C.
 Moore, Elizabeth Anderson, Frederick, Md.
 Moore, Mrs. S. M., St. Augustine, Fla.
 Morrison, Mrs. Jessie S., Indianapolis, Ind.
 Morrisette, Mrs. Carrie, Council Bluffs, Iowa.
 Murphy, J. W., 4315 Burdette Street, Omaha, Nebr.
 Myers, Grace, Kansas City, Mo.
 Nilson, Mrs. M. W., Colorado Springs, Colo.
 Nilson, Roy F., Colorado Springs, Colo.
 Oaks, Mildred, Delavan, Wis.
 O'Hara, Juanita, Westchester, N. Y.
 Palm, Elnora, Jackson, Miss.
 Palmer, Patti, Fulton, Mo.
 Parker, Katherine, Jacksonville, Ill.
 Peet, Elizabeth, Washington, D. C.
 Peterson, Peter N., Faribault, Minn.
 Pittinger, O. M., Indianapolis, Ind.
 Pleasant, Mrs. F. B., Delavan, Wis.
 Pleasant, F. B., Delavan, Wis.
 Poore, Mrs. H. T., Knoxville, Tenn.
 Porter, George, Trenton, N. J.
 Proctor, Maggie N., Danville, Ky.
 Putnam, George, Jacksonville, Ill.
 Rawlings, Emma H., Jacksonville, Ill.
 Read, Mrs. Frank, jr., Olathe, Kans.
 Rebal, Frank W., Sulphur, Okla.
 Reeder, Mrs. Dwight, Council Bluffs, Iowa.
 Reeder, Dwight, Council Bluffs, Iowa.
 Rice, Elizabeth, Fulton, Mo.
 Robb, Miss A. M., Halifax, Nova Scotia.
 Rodwell, Thomas, Winnipeg, Manitoba.
 Rogers, Augustus, Danville, Ky.
 Rogers, Clara Belle, Cedar Spring, S. C.
 Roper, Anna C., 518 South Theresa Street, St. Louis, Mo.
 Russell, Catherine, 222 Park Street, Jacksonville, Ill.
 Russell, Clara, Webster Groves, Mo.
 Sauser, Letitia, Sioux Falls, S. Dak.
 Scarborough, Ida M., Council Bluffs, Iowa.
 Scheneman, John, Omaha, Nebr.
 Schoenman, Fred W., Jacksonville, Ill.
 Schwarz, Mrs. Carrie, Omaha, Nebr.
 Scott, Wirt A., Jackson, Miss.
 Serungard, Inez M., Devils Lake, N. Dak.
 Settles, Clarence, Gooding, Idaho.
 Simpson, Mrs. M. L., Sioux Falls, S. Dak.
 Sims, Eleanor, Council Bluffs, Iowa.
 Skinner, Adelia, Council Bluffs, Iowa.
 Skinner, Lucretia, Council Bluffs, Iowa.
 Smith, Ferol M., Jacksonville, Ill.
 Smith, Mrs. J. L., Faribault, Minn.
 Smith, J. L., Faribault, Minn.
 Smith, Mrs. Margaret C., Colorado Springs, Colo.
 Smith, O. C., Jacksonville, Ill.
 Sollberger, Emma, Jacksonville, Ill.
 Standley, Mary S., Jacksonville, Ill.
 Steed, Lyman, Salem, Oreg.
 Steidemann, Clara, 4110 North Eleventh Street, St. Louis, Mo.
 Stevenson, Mrs. E. A., Faribault, Minn.
 Stevenson, E. A., Faribault, Minn.
 Stewart, Mrs. Belle W., Colorado Springs, Colo.
 Sundstrom, Florence M., Omaha, Nebr.
 Taft, Caroline, Jacksonville, Ill.
 Taylor, Mrs. Della, Council Bluffs, Iowa.
 Taylor, Elizabeth, Portland, Me.
 Taylor, W. E., Boulder, Mont.
 Teegarden, Alice, Station M., New York, N. Y.
 Thomas, Mrs. Ada C., Sioux Falls, S. Dak.
 Thomas, J. White, Sioux Falls, S. Dak.
 Thorne, Mrs. Ada C., Olathe, Kans.
 Throckmorton, Helen, Trenton, N. J.
 Thurston, Mrs. M. F., Fulton, Mo.
 Tillinghast, Mrs. E. S., Sioux Falls, S. Dak.
 Tillinghast, E. S., Sioux Falls, S. Dak.
 Tillinghast, Hilda, Flint, Mich.
 Timberlake, Josephine, Volta Bureau, Washington, D. C.
 Tracy, H. L., Jackson, Miss.
 Travis, J. E., Indianapolis, Ind.
 Tremaine, Mrs. Mary, Council Bluffs, Iowa.
 Tucker, Walter, Mystic, Conn.
 Tucker, Mrs. Walter, Mystic, Conn.
 Turner, Mrs. Mabel, Council Bluffs, Iowa.
 Van Adestine, Gertrude, Detroit, Mich.
 Van Ingen, Elizabeth, Rochester, N. Y.
 Veditz, Mrs. George, Colorado Springs, Colo.
 Vorbeck, Mrs. Mary, Jacksonville, Ill.
 Walker, A. H., St. Augustine, Fla.
 Walker, Mrs. A. H., St. Augustine, Fla.
 Walker, Hazel, Chicago, Ill.
 Walker, Laurens, Cedar Springs, S. C.
 Walker, M. Frances, Colorado Springs, Colo.
 Walker, N. F., Cedar Spring, S. C.

Walker, Susie, Sioux Falls, S. Dak.
 Wallace, Mamie L., Staunton, Va.
 Ward, H. R., Knoxville, Tenn.
 Ward, Lavilla, Davenport, Iowa.
 Warner, Ella Scott, Beverly, Mass.
 Washington, Josephine, Olathe, Kans.
 Welsh, Eugenia, Providence, R. I.
 Welty, Harry L., Colorado Springs, Colo.
 Wendell, Lila, Council Bluffs, Iowa.
 Wheeler, F. R., Hartford, Conn.
 Whildin, Olive, Rochester, N. Y.
 Wilcoxson, Florence, Council Bluffs, Iowa.
 Wilkinson, Blanche, Fulton, Mo.
 Williams, Eva, Jacksonville, Ill.
 Williams, Glenora, Delavan, Wis.
 Williams, Katherine, Delavan, Wis.
 Williams, Mollie, Delavan, Wis.

Williams, R. Wallace, Delavan, Wis.
 Williams, Mrs. Wallace, Delavan, Wis.
 Williamson, Retta, Council Bluffs, Iowa.
 Wilmot, Katherine, Omaha, Nebr.
 Winston, Maytie E., New York, N. Y.
 Wood, S. Catherine, Jacksonville, Ill.
 Wood, S. Francis, Jacksonville, Ill.
 Woodson, Mary N., St. Louis, Mo.
 Wright, John D., New York, N. Y.
 Wyckoff, Edith, Omaha, Nebr.
 Wymore, Mrs. Pauline, Council Bluffs, Iowa.
 Yale, Caroline A., Northampton, Mass.
 Young, Louise M., St. Louis, Mo.
 Ziebach, Dorothy R., Council Bluffs, Iowa.
 Zorn, W. H., 922 Studer Street, Columbus, Ohio.

HONORARY MEMBERS

Bunch, C. C., Iowa City, Iowa.
 Bunch, Mrs. C. C., Iowa City, Iowa.
 Calhoun, Rev. Paul, Council Bluffs, Iowa.
 Devitt, Mrs. Pauline L., Oskaloosa, Iowa.
 Driggs, Prof. Howard R., New York, N. Y.
 Gemmill, W. H., Des Moines, Iowa.
 Gemmill, Mrs. W. H., Des Moines, Iowa.

Gruver, Mrs. E. A., Mount Airy, Philadelphia, Pa.
 Kimball, Hon. Clem, Des Moines, Iowa.
 Lawther, Anna B., Dubuque, Iowa.
 Mogridge, Dr. George, Glenwood, Iowa.
 Oberlies, Hon. L. C., Lincoln, Nebr.
 Perkins, Rev. J. R., Council Bluffs, Iowa.
 Schoentgen, Hon. E. P., Council Bluffs, Iowa.

CONSTITUTION OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

ARTICLE I.—Name

This association shall be called the Convention of American Instructors of the Deaf.

ARTICLE II.—Objects

The objects of this association shall be:

First. To secure the harmonious union, in one organization, of all persons actually engaged in educating the deaf in America.

Second. To provide for general and local meetings of such persons from time to time, with a view of affording opportunities for a free interchange of views concerning methods and means of educating the deaf.

Third. To promote, by the publication of reports, essays, and other writings, the education of the deaf on the broadest, most advanced, and practical lines, in harmony with the sentiments and practice suggested by the following preamble and resolutions unanimously adopted by the convention in 1886 at a meeting held in Berkeley, Calif.:

"Whereas the experience of many years in the instruction of the deaf has plainly shown that among the members of this class of persons great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases which are practically and sometimes actually unattainable in others, these differences suggesting widely different treatment with different individuals: It is therefore

"*Resolved*, That the system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action and work at the same time, harmoniously, aiming at the attainment of an object common to all.

"*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success attained does not justify the necessary amount of labor: *Provided*, That the children who are given to articulation teachers for trial should be given to teachers who are trained for the work, and not to novices, before saying that it is a failure: *And provided*, That a general test be made and that those who are found to have sufficient hearing to distinguish sounds shall be instructed aurally."

Fourth. As an association to stand committed to no particular theory, method, or system, and adopting as its guide the following motto: "Any method for good results; all methods, and wedded to none."

ARTICLE III.—Members

SECTION 1. All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees and agreeing to this constitution.

SEC. 2. Eligibility of applicants is to be determined by the standing executive committee and reported to the convention.

SEC. 3. Any person may become an honorary member of the association, enjoying all the rights and privileges of membership, except those of voting and holding office, on being elected by vote of the association.

SEC. 4. Each person joining the association shall pay a fee of \$3 for the first year and \$1 annually thereafter.

SEC. 5. There shall be in addition a registration fee of \$1 for each person registered at each regular meeting.

SEC. 6. Any member of the association desiring to commute the annual dues into single payment for life shall be constituted a life member on the payment of \$20.

SEC. 7. Applications for membership must be made to the treasurer, who will receive all membership fees and dues. All privileges of membership are forfeited by the nonpayment of dues.

ARTICLE IV.—Officers

SECTION 1. At each general meeting of the association there shall be elected by ballot a president, vice president, secretary, treasurer, and three directors, these seven persons forming the standing executive committee of the convention. They shall continue in office until their successors are elected, and shall have power to fill vacancies occurring in their body between general meetings.

SEC. 2. There shall also be elected by ballot at each general meeting of the association nine chairmen of committees, as follows: One for a normal section, one for an industrial section, one for an oral section, one for an art section, one for an auricular section, one for a kindergarten section, one for an eastern local committee, one for a western local committee, and one for a southern local committee. Before the adjournment of each general meeting, or immediately thereafter, the standing executive committee and the nine elected committee chairmen, acting together, shall elect four persons to membership in each of the nine committees herein provided for.

SEC. 3. The general management of the affairs of the association shall be in the hands of the standing executive committee, subject to the provisions of such by-laws as the association shall see fit to adopt.

SEC. 4. All officers and members of committees must be active members of the association in regular standing.

SEC. 5. The standing executive committee shall make a full report at each general meeting of all the operations of the association, including receipts and disbursements of funds, since the preceding meeting.

ARTICLE V.—Meetings

SECTION 1. General meetings of the association shall be held biennially, but the standing executive committee may call other general meetings at their discretion.

SEC. 2. Local meetings may be convened as the standing executive committee and the committees on local meetings shall determine.

SEC. 3. Proxies shall not be used at any meeting of the association, but they may be used in committee meetings.

SEC. 4. Notice of general meetings shall be given at least four months in advance and notice of local meetings at least two months in advance.

SEC. 5. The business of the association shall be transacted only at general meetings, and at such meetings 100 voting members of the association must be present to constitute a quorum.

ARTICLE VI

In the first election of officers held under the provisions of this constitution, said election occurring immediately after its adoption, all duly accredited active members of the Fourteenth Convention of American Instructors of the Deaf shall be entitled to vote, said members making payment of their membership fees to the treasurer at the earliest practicable opportunity after he shall have been elected.

ARTICLE VII.—Amendments

This constitution may be amended by an affirmative vote of two-thirds of the members present at any general meeting of the association: *Provided*, That at such meeting at least 150 voting members of the association shall be present.

ARTICLE VIII

Devises and bequests may be worded as follows: "I give, devise, and bequeath to the Convention of American Instructors of the Deaf, for the promotion of the cause of the education of the deaf, in such manner as the standing executive committee thereof may direct," etc.; and if there be any conditions, add "subject only to the following conditions, to wit: —."

ues
ent

ho
are

ted
rs,
en-
all
gs.
he
ec-
ec-
an
a
ng,
ne
m-

in
of

he

ch
nd

out
eir

tee

ey

nd-

ral
be

on,
ced
he
m-
he

he
at
nt.

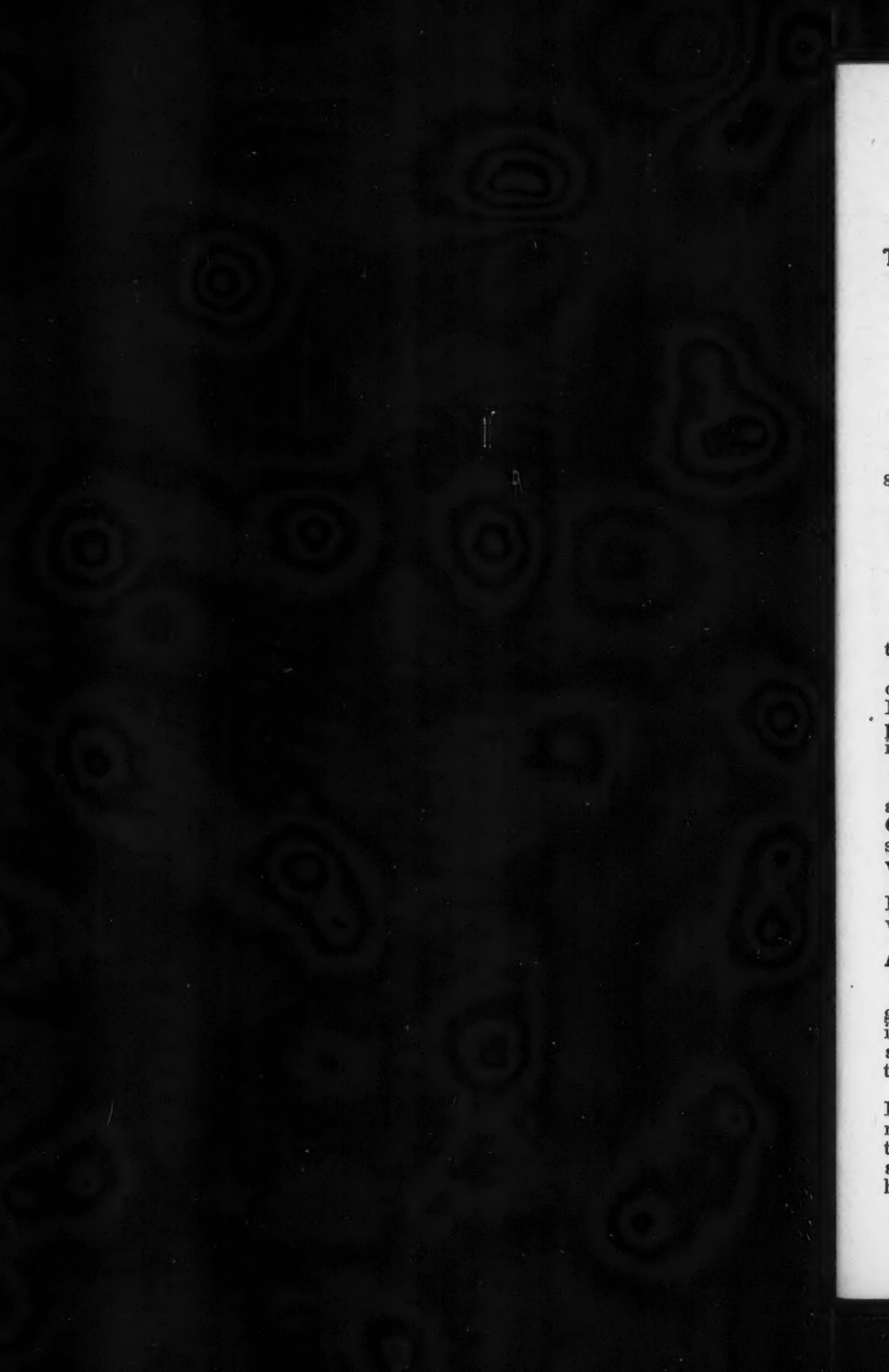
be-
no-
ing
ns,



TWENTY-FOURTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS



AMERICAN INSTRUCTORS OF THE DEAF, JUNE 29 TO JULY 4, 1925, COUNCIL BLUFFS, IOWA



TWENTY-FOURTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

COUNCIL BLUFFS, IOWA, JUNE 29 TO JULY 4, 1925

FIRST DAY, MONDAY, JUNE 29, 1925

PROGRAM

8 p. m.:

Opening session, Supt. E. A. Gruver, chairman.

Invocation: Rev. Paul Calhoun, First Presbyterian Church, Council Bluffs.

Address of welcome: Hon. Clem Kimball, Lieutenant Governor of Iowa.

Response: Dr. N. F. Walker, president.

Lecture: "America's Greatest Trail," Prof. Howard R. Driggs, New York University.

EVENING SESSION

The convention was called to order at 8 o'clock p. m. in the auditorium of the Iowa School for the Deaf by Supt. E. A. Gruver.

Mr. GRUVER. It is my very great pleasure and privilege to call to order the twenty-fourth meeting of the Convention of American Instructors of the Deaf and to ask the Rev. Mr. Paul Calhoun, pastor of the First Presbyterian Church of Council Bluffs, to lead in prayer.

(Prayer by Rev. Paul Calhoun.)

It is now my privilege to present one who has had a lifelong association with this school, a man who has spent all his time in Council Bluffs, a man who has always been deeply interested in the school and in the deaf because he had in his family an uncle who was deaf.

It is a very great pleasure to me to present to you to-night the Hon. Clem Kimball, Lieutenant Governor of the State of Iowa, who will now address you.

ADDRESS OF HON. CLEM KIMBALL, LIEUTENANT GOVERNOR OF IOWA

Lieutenant Governor KIMBALL. Mr. Chairman and ladies and gentlemen of the Convention of American Instructors of the Deaf, it is indeed a privilege for me to-day to be here on this occasion and in the name of the State of Iowa to welcome you to this State, to this county, and to this city.

Perhaps the pleasure is more mine than it is yours. At any rate, I have been associated to some extent with the deaf ever since I can remember. One of those noble pioneers of this country of ours, of this wonderful Iowa, was an uncle of mine, who being stricken, in a family of 12, with deafness went to the Hartford School to obtain his education. He followed Mr. Edmund Booth, the father of your

superintendent of the Nebraska School, to this country, and together they helped to build up and make this State.

Edmund Booth, the father of the present superintendent of the Omaha School, was a very active man. For years he edited the *Anamosa Eureka*, a paper of high standing in the State of Iowa, and he did it as well as any person who had his hearing. He was a man of standing in the community, a devout churchman, and a thorough citizen, maintaining one of the best country newspapers that our State afforded.

This uncle of mine became a missionary through the western country—Iowa and Kansas—and taught the deaf the religion in which he believed. My own mother learned the sign language so that she could talk with my uncle, and many were the parties which were had at my home when I was a small boy—parties of the deaf.

The Anamosa community had a large number of deaf people; all of them, of course, in those days using only the sign language.

When I came to Council Bluffs I became interested in this school, and I have maintained my interest in it during the years since. I was for four years State senator from Pottawattamie County, and as a result the looking after our home institution became a part of my duties, and I was thrown in with that wonderful man, Mr. Rothert, and aided him in getting his appropriations in times when it was difficult to get things through.

The school has been the pride of Iowa and is the pride of Iowa, and when our present board of education, under whose direction the school was placed several years ago, went out to look for a new superintendent to take Mr. Rothert's place, we think we found one of the best in all America. [Applause.]

You are more than teachers. You are servants of the world. We can ill afford to let education fall down in Iowa, for it brings more of intelligence, more of property to be taxed, and to be too economical in the administration of our schools and public institutions of learning in the State of Iowa is to be lacking in foresight and good judgment, for it is a fact that education begets wealth and wealth furnishes the basis for all taxes. So that to furnish schools for our children, especially for our handicapped children, is one of the first elements of a dignified and a righteous Commonwealth.

We are glad indeed to welcome this convocation from the world, this great body of teachers, to our midst. Council Bluffs is proud of you, Iowa is proud of you, and to have such a convention here does us much honor.

A few weeks ago I was in President Pierson's home in the State college at Ames. He has a little book there that he has kept through the years, with the names of men and women who have visited his home, and turning over its pages I came across these few lines from Edwin Markham, written in his own handwriting:

A destiny makes us brothers;
None goes his way alone.
All that you bring into the lives of others
Comes back into your own.

I thought how aptly that applies to teachers, and how aptly it applies to the teachers who give up their lives, their ambitions, and their hopes for work in schools of this kind. You perform one of the most valuable services to mankind. You make the deaf to hear,

and now you are doing away almost with the sign language—at least you are making great strides in the science of the teaching of the deaf, so that now there is hardly a deaf child but that can read the lips and hold a conversation with those who are not deaf. To us who are in the full possession of our faculties it is indeed a wonderful thing, and wonders have not yet ceased.

Above all, you are teachers. You are directors of humanity in its first stages. You have the willow twigs that are to become the trees of the country.

There is a little poem that I picked out of one of the papers. Perhaps you may have read it, and it is so apt that I want to read it to you to-night:

THE TEACHER

Keeper of the lighthouse station,
Pioneer of civilization,
Worker of the transformation
In the life of every race,
Out of hist'ry's gloomy ages,
'Cross the glorious gleaming pages,
Slowly, steadily by stages,
Honor doth thy footsteps trace.

Poverty thy way hath hounded,
Prejudice thy path hath pounded,
But thy foes awoke astounded,
At the product of thy pain;
Engineers and statesmen builded,
Authors wrote and artists gilded,
Man with marvels man bewildered,
Taught by thee how to attain.

Through all history thou stalkest,
Leading little ones thou walkest,
By the great and small thou talkest,
For they are a part of thee;
Ever wilt thou give to others,
Ever lift and lead thy brothers,
And thy joy shall be like mothers'
In their lives eternally.

I thank you. [Applause.]

Mr. GRUVER. Mr. President, the twenty-fourth convention of American instructors of the deaf greets you. We are proud and honored to have you with us to-night. Every member of the convention knows you and you know every member of the convention. It is not necessary for me to introduce you to this group of friends about us. It is a very great privilege for me, Mr. President, to present you to this convention as our honored president and nestor of the profession, Dr. N. F. Walker, of the South Carolina school. [Applause.]

ADDRESS OF DR. N. F. WALKER, SUPERINTENDENT OF THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Doctor WALKER. Mr. Chairman, friends, and fellow workers, I thank the superintendent of this school for the pleasant words he has spoken in reference to me.

I am sure that I enjoy being with you this evening more than you enjoy being with me. I have looked into the faces of members

of the conventions that have been held in the past for a good many years. It was my privilege as a young man—quite young—in 1870 to attend the first convention of teachers of the deaf, my first convention—not the first convention, but the first one that I attended, at Indianapolis. I have attended most of the conventions since that time. At some of them it has been impossible for me to be present, but my interest is lifelong in the education of the deaf. I have lived in the atmosphere of schools for the deaf for 75 years or more. [Applause.] I have been connected with the education of the deaf for more than 60 years; for as a boy of 17, at the death of the founder of our school, I was called to the head of the business department of the school. I was not made superintendent; it was during the Civil War, and men were scarce in the South in those days for work. Since that time I have been actively engaged in the work.

Excuse me for a little personal talk just at this point. In 1846 or 1847 my father, who was a country school-teacher in the lower part of Spartanburg County, S. C., had a young deaf boy 13 or 14 years of age to walk up in front of his desk one day—I suppose he had a desk in his little log-cabin school—anyway, this boy presented to him a copy of the manual alphabet that some friends had given to his parents. At that time there was a school in Hartford, and the State of South Carolina was making some little appropriation for sending any deaf child whose parents wished to have him educated to the Hartford school. This boy's parents could not afford this and did not desire to send him so far away from home. The boy walked up and presented this manual alphabet to my father, who, as I have said, was a country school-teacher. He looked at it and handed it back to the boy. He didn't know anything about that, he said. He didn't tell the boy this, but that was his feeling. "I don't know anything about that. Take it away." But this incident didn't get off his mind.

That was in the days before railroads. In a few weeks that country school-teacher could have been seen on horseback, riding across the country to Cave Springs, Ga., where a little school had been started in a log cabin a year or two before that. There he matriculated. He went into the school for the deaf and into the classes where the deaf were taught for three or four months. He came back to South Carolina, and as an adjunct to his little country school he took a class of five deaf children under his own special, personal supervision. That little school went on for six or eight years as an individual enterprise of that young country school-teacher, when, at his suggestion, it became a State institution, in 1857.

I remember as a child 4 years old going to Cedar Springs. My father believed then—and he died with that same belief—that it was to the best interests of the deaf child that he should be taken under the direct supervision of those who undertook his education. He never lost sight of that point. Well, he started that school, and since that time, as I say, I have lived for 77 years in an atmosphere of the education of the deaf, and I learned long ago—and still believe—that the greatest thing in the education of the deaf is to make happy Christians of them in some way or other. We have been reasonably successful in doing that. There have been many

discussions on that point. Some of you younger teachers don't know about it all, as we older people do.

Since I arrived here I have learned of the death of the honored superintendent of the Pennsylvania school, who was my only contemporary, the only man of my age living. He is dead and gone, and now I am standing alone as possibly the oldest man in the profession, and I have learned to believe long ago, and am conscientious in it, that the greatest work in the teaching of the deaf is to give them English, and through that English to give them a knowledge of their duties and their responsibility to society. They come into our schools, as you know, my friends, these deaf children, without any knowledge or idea of their responsibilities, and to give them that training is certainly the greatest object of our schools.

Lieutenant Governor Kimball, I have listened with a great degree of interest to your statements here with reference to this school in Council Bluffs. Of course, I have known of it since its beginning. I have watched it with a great deal of interest. I knew Superintendent Rotherth. He was a friend of mine. I knew him well, and I wish to congratulate you here to-night, sir, and also the State of Iowa, for the wisdom of your governing board in the selection of my young friend Gruver as his successor. [Applause.] I assure you that as a body of instructors of the deaf we look upon the Council Bluffs school as one of the very best schools in the United States. [Applause.] And we recognize the wisdom of your governing board in putting into the management of this school such men as Rotherth and my young friend Gruver. I assure you that your school stands in the front rank of the schools for the deaf of this country.

And now I wish to thank you, sir, in behalf of this convention, for the hearty welcome that you have given us here this evening as the representative of the State and as the representative of the school, and I can assure you that we appreciate it. We knew when we came here that we would have a hearty greeting from our young friend, the superintendent of the school, and we felt sure that we would have a warm welcome from the State of Iowa, and we have not been at all disappointed in our expectation. I thank you again, sir, for the welcome you have given us, and in behalf of the members of this convention I desire to place on record our hearty thanks for your words of greeting and of wisdom. [Applause.]

Mr. F. M. Driggs, of Utah. Doctor Walker, I did not know I was on the program to-night, but you know a good captain selects a lot of good lieutenants and makes them work. Some years ago I had it all fixed for the vice president of this association to do all the work. Now he is the captain and I am one of the lieutenants, and I have got to do what he tells me to do.

Some years ago, when I was a little fellow, I had a young brother who used to cry when they put him to bed if his mother wouldn't let him take his books to bed with him. I don't know whether he has been crying for those books ever since, but every once in a while I get a brand new one from one of the presses out here in Nebraska or up on the Hudson River, and whenever he goes across the country he has to stop every once in a while and visit some old fellow and talk with him about those good old days. Well, this morning he got his elder brother and his younger brother and took them in

an automobile up the line here somewhere to find where the great-grandmother was buried, and we found the spot. He was there 20 years ago. Well, that is the kind of stuff he has been doing for a long time, and he is going to tell you about it. He is professor of English in education in the New York University, my brother Howard. [Applause.]

ADDRESS OF PROF. HOWARD R. DRIGGS, NEW YORK UNIVERSITY

Professor DRIGGS. Mr. President, Lieutenant Governor Kimball, and teachers in the schools for the deaf, your conventions, judging by last year and this, seem to be getting to be occasions for a reunion of the Driggs brothers [laughter], and I assure you that I appreciate the privilege of meeting with them and with their splendid friends in this remarkable work.

I had the pleasure of talking to you a little last year in connection with the work of English teaching. This year I was invited to come again, and because I could swing down from Superior, Wis., into Council Bluffs and meet with you I was very happy to respond to the invitation.

When I was asked to suggest a subject on which I might speak to you to-night the one that sprang into my mind is that which is in perfect consonance with the addresses to which you have just listened. This seems to be an evening of reminiscences, both on the part of the lieutenant governor and on the part of your president, Doctor Walker. My subject is one that links likewise with our American past.

Council Bluffs gives us a good setting for the stories I have to relate. The members of this convention, I am sure, would like to know something of the historical significance of this wonderful city on the banks of the old Missouri. I believe that any convention going into any part of our great country will go away enriched if it takes from that spot something of the story of the spot that it has visited.

Council Bluffs happens to stand as one of the great way stations on America's greatest trail. It is my thought to try to give you some of the first-hand stories, which, as my brother has said, I have gathered from the lives of the men and women who helped to make that trail. These first-hand stories I hope will breathe to you the spirit of all America, for all along this great national highway has poured the blended life of the East and the West, the North and the South.

If I may have now the privilege of a teacher to use a blackboard, I can give you a sketch map which will show you something of the position of this great trail across our country. Then I should like to tell you a little of the story of its making, which is indeed something of the story of America's making.

A few weeks ago I had a rather remarkable experience. As a guest to dinner we had one of America's greatest pioneers, old Ezra Meeker. This veteran had just completed one of the most remarkable trips ever undertaken by any man in this country. He had flown by airplane from the State of Washington to the Capitol at Washington with Lieutenant Kelly, one of the coast-to-coast fliers. Away back in 1852 Ezra Meeker left the town of Eddyville, Iowa,

with his wife and infant son and started out on the long trek across the plains to Oregon. That baby, still living in California, is 70 years of age. His father will be 95 this December.

When they made that long journey from Eddyville, Iowa, they stopped right out here, just about 3 miles from where we are seated. He made the journey at the average rate of 2 miles an hour. He gave me the log which Lieutenant Kelly had kept of his airship return trip, in which the distance of 2,500 miles was covered in 23 hours, a little more than 100 miles an hour.

Two years ago in New York we held a meeting, or, rather, we held a dinner in honor of this veteran's birthday and invited all the men and women over 90 to come to that banquet. I sketched a little in my mind the history that was compassed in that man's life. He was born in 1830. At that time there was a stretch of only 13 miles of railroad in the United States; it ran from Baltimore to Ellicott Springs. That same year they tried out this railroad, which was little more than a tramway. They ran a race with a horse which was pulling a car on a side tramway, and because something went a little wrong with the engine the horse won the race. In those not-so-far away days there wasn't a typewriter, there wasn't a sewing machine, there wasn't a kerosene lamp. I think there weren't any matches. There wasn't anything west of the Alleghenies during those days except a few scattered settlements here and there around in this part of the country.

The story of the mighty leap of civilization that is compassed in Ezra Meeker's life—and he is determined to keep on living 'till he passes a hundred—is one of the most remarkable stories ever enacted on the fact of the earth.

Now let us go back, back to 1830. You remember at the time when our country was settled simply with groups of people down the Atlantic coast. Those people had come here and settled on tidewater largely, mostly for one dominating purpose—a love of liberty. From the old Pilgrims on the north to the debtors on the south who went into Georgia to find freedom, all were seeking that boon. Those people kept as close to tidewater as they could until they were brought to that critical moment in their lives when they had to stand for the rights of English freemen.

Emblazoned on the old bell in Philadelphia are those prophetic words that were taken from Leviticus, "Proclaim ye liberty unto all the land, throughout all the land, unto all the inhabitants thereof." That old bell proclaimed liberty, and when Cornwallis surrendered at Yorktown the old bellman rang out the victory and died, as I remember the story, at his post. The poem that tells of the old liberty bell was the first poem that I ever learned in my life, taught at my mother's knee.

After the Revolutionary War had been fought—or during the fighting of it—there was one far-sighted governor of old Virginia by the name of Patrick Henry—you have heard of him—and there was one daring spirit by the name of George Rogers Clark. Virginia at that time claimed a lot of this country over here. There was a great deal of dispute about it. Young Clark asked of Gov. Patrick Henry the privilege to go into the part of Virginia beyond the Alleghenies and see if he couldn't capture it. He enlisted a

group of young Virginians, went down the Ohio, and struck there at some of these forts that the English had taken from the French. One night while the French traders were dancing with their Indian brides they suddenly turned and saw this buckskin-clad young Virginian at the door. With a wild yell they broke up the dance. "Go on with your dance," Clark said calmly, "but remember, you dance now to the tune of Virginia and not of England." This bold stroke of George Rogers Clark gave us the claim by capture to that great country above the Ohio, a country that finally assured to us that our Union should be made secure.

In after years another Virginian, by the name of Thomas Jefferson, by a bold stroke of diplomacy, added another great strip of country of rather undetermined boundaries to our land. Taking advantage of Napoleon's need for money—Napoleon had determined to plant an empire in the heart of America—he bought for a song the great territory including what is now Iowa, Nebraska, Kansas, and other great States. When he had consummated that purchase he turned to find some young men to find out what was in the new territory. One of the men that he chose was a brother of George Rogers Clark—William Clark, a young captain who had followed Mad Anthony Wayne and helped that old Revolutionary hero settle the Ohio dispute. Meriwether Lewis, another Virginian, a young man, was called to help Captain Clark in organizing an exploring expedition. Lewis went down the Ohio River enlisting young men. He came to a little town along the Ohio River, and he picked up nine young Kentuckians. Among them was John Coulter. John Coulter proved to be one of the most intrepid American explorers, the man who first went into the Yellowstone country. He came out with such stories of geysers and other fiery wonders that the place was called for years "Coulter's Hell."

After Lewis and Clark had enlisted some 60 young men they started up this Missouri River, following the river until they came to near where we are sitting to-night, and there they held a council with the Indians. The town of Council Bluffs got its name from the fact that Lewis and Clark held their council near the site of the city. They went on up to where Sioux City now stands, and there the first death in their party occurred—that of Sergeant Ford. High on the bluffs of Sioux City stands the monument to this young man.

They went on up into the Bismarck country, about 50 miles above it, and there they had to camp for the winter. They camped among the Mandan Indians. The Mandan Indians lived along the upper Missouri River, perhaps 50,000 of them at that time. Not long since I had the privilege of visiting several of the spots on which these Mandan villages stood. Their lodges were often large enough to hold a hundred people. The Mandans were agricultural Indians, and the roving Sioux and the other Plains Indians used to come into the Mandan country to buy their corn.

Lewis and Clark camped among these Mandan Indians, or among the Hadatsis, an allied tribe. It was there they found one of America's most famous women.

A few years before this time the Sioux or Blackfeet or some other tribe of Indians had gone over into the Rocky Mountains to hunt. Near Three Forks, just where that big earthquake occurred

the other day, they came upon a band of Shoshone or Snake Indians, who were likewise in that buffalo country after their winter's supply of meat. In the fight that followed the Blackfeet captured two girls about 11 and 12 years old, respectively. They started to take these girls back into the heart of the plains country, but one of the girls slipped away one night and got back to her tribe. The other girl was carried off a long way from her people, and there she was bought by one of the Hadatsi Indians. Later, a French trapper by the name of Charboneau, who happened to be with the tribe, started to gamble with this Indian who owned the girl. The Indian bet everything that he had and the French trapper had won everything until the Indian didn't have anything else to bet. Finally the trapper proposed that he lay all his winnings against either the Indian's own daughter or this Shoshone slave girl. The Indian put up the slave girl, with the result that she was won by the trapper and she became his slave wife. The Dakota people called her Sakakawea, "Sakaka" meaning bird, and "wea" woman. The Shoshones called her Sacajawea, which means "the canoe pusher."

When Lewis and Clark reached that country they found this girl. She had forgotten a good many things, but she had not forgotten the way back home. Because they needed somebody to take them into the heart of the mountains they employed old Charboneau, of whom the less said the better, in order to get the services of his wife. Sacajawea, or the bird woman, with a little boy Baptiste on her back, happy as a lark, went trudging up that long, winding, tortuous trail of the Missouri. They battled their way around Great Falls and finally they came to where the Missouri divides into three forks. They named one of these branches the Madison, another the Jefferson, and the other the Gallatin. Sacajawea told them to go up the Jefferson Fork for that led to the land of her people. They followed up the river, and Lewis went ahead to see if he could not find some of the Shoshone Indians. The expedition was getting out of supplies. Clark agreed to meet him.

A year or two ago I was in Dillon, Mont. In company with Doctor Garver, I followed a branch of the Jefferson, the Beaverhead, for 20 miles, reading from the Lewis and Clark journal on the way. At one place, Clark recorded that he had "to chastise Charboneau this morning for striking his wife"—rather a crusty old customer Charboneau was. Clark was very much attached to the bird woman, and he protected her all the way along the line.

They had to battle their way, dragging their canoes laden with 3,000 pounds, up through those narrowing, icy waters. Finally they had to camp about 2 miles short of the place where Lewis and Clark had planned to meet. The rendezvous was to be near where the little town of Armstead, Mont., is now situated.

Lewis had found some Shoshones and got them to come with him by telling them that with the larger party of whites was a Shoshone girl. They used the sign language, for that was the only language they could use. Clark was not there. The Indians were suspicious, and Lewis advised the men to sleep on their guns. It was well they did, because in the night the Indians tried to steal the weapons.

The next morning Lewis was up early, and so was Clark. Sacajawea accompanying the latter, the captains came together about a mile from where they had camped. Sacajawea saw her people and began to put her fingers into her mouth, sucking them. This in sign language meant "my own people." She went back into their camp, and by chance the first person she ran into was the girl who had been stolen away with her years before. You can imagine the reunion.

The Indians called a council, and when they were seated around ready to begin they called Sacajawea to them to interpret. She sat down, seemingly unconcerned, but the moment the chief of the Shoshones, who sat across the circle, began to speak she leaped up electrified, dashed over to him, and threw her blanket over his shoulders. It happened to be her brother. Her brother was the chieftain of the tribe. That broke up the council.

Sacajawea asked where her father and mother were. They were dead. She asked where her sister was. Her sister was dead. Then she asked where was her sister's little boy. They went out into the camp and brought a little boy to her. She immediately adopted him.

That fortunate circumstance of meeting this particular little band of Shoshones with Sacajawea's brother at the head of it was the thing that saved the Lewis and Clark expedition. They got a number of guides there. I have the actual picture of Old Ocean, one of these guides, who died at Fort Hall, Idaho, about 1885. He was one of the guides that led Lewis and Clark on over the mountains. They went over the mountains here [indicating on map], through the Lolo Pass, struck the Clearwater, finally came to the Snake River, then floated down through the Columbia into the ocean of peace.

When they returned the year following and got to Bismarck, John Coulter met there some of his Illinois friends, who wanted him to go back into the mountains to help them trap. He consented. Later on John Coulter, two years afterwards, floating back down the Missouri in a canoe, met not far from Council Bluffs a band of trappers going back into this Three Forks country to trap. They induced him to go back with them to be their guide. When they got back there they turned him loose, and he traveled for over 500 miles through that Yellowstone country, afoot and alone, in the winter. He came back with the first map of that great heart of our mountain country. This map was used to help General Clark, who was afterwards Indian agent for this part of our country, in making the first maps of the Yellowstone. I haven't time to go into the thrilling stories of Coulter's trail-blazing venture in the Rockies.

Following in the wake of Lewis and Clark came the fur traders. One band of them, under the lead of old Andrew Henry, a relative of Patrick Henry, went up into that mountain region, and in about the year 1809 established the first American post in the Rockies, near Three Forks, Mont. But the Blackfeet Indians up around what is now Glacier National Park had determined that the Americans should not stay there. There were two main reasons. When Lewis was returning through there he had a fight with those Black-

feet and he killed their chief. That put poison in their hearts against the Americans. But a more vital reason was that the Blackfeet were getting rifles from the northern trappers, and they knew that if the Americans got down among the Shoshones and other rival tribes it meant there would soon be rifles in the hands of the enemies of the Blackfeet. These Indians therefore kept killing American trappers, "sniping" at them out of the bushes. When Henry had lost several of his men, he decided he was not ready to hold the fort and he came back down to old St. Louis with what furs he had gathered. But he didn't bring all of his men back. There were three of them that had determined to weather it out—John Hoback, Edward Robinson, and Jacob Resner. Edward Robinson had fought side by side with old Daniel Boone on the bloody ground of Kentucky. He had been shot and scalped there and left for dead, but he didn't die. He rose without his scalp, tied a handkerchief around where it should have been, and went on with the spirit of Daniel Boone into the trail blazing of the West.

The next year old John Jacob Astor, away off here in New York, outfitted two companies, one to go with the ship *Tonquin* around Cape Horn and the other, headed by Wilson Price Hunt, of New Jersey, to follow the trail of Lewis and Clark up the Missouri River, to get into this rich land of furs that had been reported by the Lewis and Clark expedition. These men, following the tortuous trail up past old Council Bluffs and Sioux City, arrived near where Pierre, S. Dak., stands, and they chanced there to run upon three men floating down the river. They were Edward Robinson, John Hoback, and Jacob Resner, the three Kentucky hunters. Those men had been despoiled by the Blackfeet, had barely escaped with their lives, and were coming back home. The Astorian party persuaded them to be their guides back into the west. They gave them clothing, fitted them out with guns, and the Kentuckians went back.

"No," they said; "we will not go the trail of Lewis and Clark, but we will take a shorter way we have found." So they went through the Black Hills country and finally struck across the Wind River Range, and they led the way through the second great pass across the Rockies. The first pass on the route was the one the Lewis and Clark people followed; the second was near where that mountain slide occurred the other day down in Wyoming. They found the pass over the Teton Range, just below the Teton Peaks. They went on, and when they got into the Idaho country they left the Astorian party to go on with their trapping.

The Astorians started out, and they blazed the western part of the Oregon Trail. I haven't time to go into the whole story of the Astorians. The ship *Tonquin* was blown up out there in the harbor, and there were messengers sent back—Ramsay Crook and Robert Stuart and some others. As they were coming back along that old trail country they looked down from the lava rocks one day and saw four naked men fishing out of the Snake River, trying to get enough to hold body and soul together. It was the three Kentucky hunters and Miller, another of the Astorian party who started back to St. Louis with the Kentuckians. They had got down into Wyoming, into the land of the Arapahoes, and the Arapahoes had robbed them of their horses, taken their guns, and turned them stark naked out

on that Wyoming prairie. They had made their way back clear into the heart of Idaho in that condition and were picked up the second time by the Astorians.

This time the Astorians wanted them to return to St. Louis, but they said, "No; give us guns. We are going home laden with furs." The Astorians supposed they were to return over the Teton Pass, but these men said, "No; we have found a better way." The pass they had found at that time was the one thing which gave the West to America. It was the great open door of the Rockies. Up here in the northern part Lewis and Clark had had to climb 10,000 feet through those snowy mountains. Down here the Astorians had had to climb 9,000 feet, but these three Kentucky hunters, together with Miller, in trying to make their way back to St. Louis, had come to the place in the uplands of Wyoming where the mountains iron out and where the Wind River Mountains come to a bold stop. Over the upland a person actually can travel without knowing he is going over the crest of the continent. It is high enough, 7,000 feet or more, but it is a level stretch of high table-land.

Through that gateway of the Rockies America later poured its civilization. In the days when the race was on between the canoes manned by the trappers of the north and the ox-team pioneers of our country the ox teams won.

That old Platte River Trail was the track over which our part of the great race for our Northwest was run. One branch of the trail begins a few miles from this spot. Old Ezra Meeker crossed the Missouri just over here by Omaha. Some of the pioneers crossed down by Nebraska City. A great many of the people crossed up here 10 miles above Omaha at the old ferry. Many of the people started out down by Independence, Mo., near Kansas City. There were a number of trails that branched off from the Missouri River, but they all followed the old Platte River. That old Platte River was the river of hope to nearly half a million Americans during those days.

I want to show you something about the Platte River just for a moment. It divides into two parts out here [indicating], one part going down to Denver. The old Oregon Trail, strictly speaking, begins down there at Independence, Mo., and follows up the Platte until it gets to Fort Laramie. The old Salt Lake, or Mormon Trail, follows the north side of the Platte and they come together at Fort Laramie. They go together then across the plains, through the South Pass; then the Salt Lake Trail comes down to Salt Lake, while the Oregon Trail diverges at Fort Bridger and goes up to Oregon over the route followed by the Oregon Short Line.

The California Pony Express Trail went down through the Salt Lake country and across through Carson City to Sacramento. The old California Gold Diggers' Trail branched off at Fort Hall and went along the Humboldt River. All these westward trails from the Missouri linking with the great national trails that reach eastward combine to make America's greatest trail.

During the ox-team days, from the years 1843 to 1869, more than 350,000 people took that great ox-team trail. Men from the North and the South; men from all this part of our country, and women and children, poured through the South Pass. Out of the 350,000

people, 20,000 at least by a conservative estimate, laid their lives down along the trail.

Of that 20,000 people only one grave is surely marked, and that is the grave of a pioneer mother out at the western edge of Nebraska. They didn't have any way to mark the graves. We were reminded of that even to-day in searching for the grave of our dear great-grandmother and our great-aunt who are buried in the hills near Council Bluffs. The pioneers could put up a buffalo skull or the shoulder blade of a buffalo, or perhaps the endgate of a wagon or the stump of a cottonwood when they could find a cottonwood. But when this dear pioneer mother passed away out there in western Nebraska somebody had the happy foresight to take a wagon tire and set it down in the grave, and on the top of the wagon tire they chiseled the mother's name, "Rebecca Winters. Aged 50."

For something like 60 years that grave, marked by that wagon tire, stood there amid the grasses, trampled by the buffalo and the Indians and soft-footed wolves. Then the Burlington Railroad decided to lay a branch of its route up the North Platte. The surveyors happened by chance to run their line right over the mother's grave. Bending back the grasses, they read the rusted inscription, and, touched by the love of the mother heart, those men went back and telegraphed to Salt Lake—because it was on the Salt Lake branch of the old trail. Relatives saw the note that was put in the paper, wired back who the mother was, and the Burlington men went back to the town of Bayard, 20 miles, and changed their survey in order that they might miss the mother's grave. They did more. They put a beautiful little fence around it. A block of Utah granite was sent to mark the spot, and to-day that lone grave by the long trail stands there to mark the place where the pioneer mother sleeps.

I don't know how many heartaches and heartbreaks have been enacted in the story of that trail, but I know that in the making of that trail is poured the heart of America. I want to give you just a picture of some of the trials and struggles that it took to get across that country.

Out there in Oregon at one time I was chatting with George Hines, the secretary of the Oregon Historical Association. He told me how as a boy he had come with his parents into that northwestern country, had struggled across the plains until they were practically worn out, and they had decided to go up into the Seattle country by a short cut. They had come up the Yakima River, crossing and recrossing it 59 times. One man cut a notch on his whipstock every time they crossed; that is how they kept track. When they had finally worked their way up to the top of those mountains they came to a place described by the mother of Mr. Hines in the words, "Well, have we come to the jumping-off place at last?"

A beetling precipice blocked their further way. It was a hundred feet or so down this precipice, and below this a great hillside. They could not turn back. That would have meant starvation. They could not turn to the left or the right, for that was an impenetrable forest. What were they to do? They looked over the situation, and finally the leader of the train said, "Get out your ropes and chains."

They got them out of their wagons. They put those ropes and chains all together, but they were not long enough. Then he said,

"Kill one of those steers." They killed a steer and stripped the hide from it and cut it up into rawhide strips. Still it was not long enough. They killed two more steers, two others of the faithful oxen that had drawn their wagons across the plains were sacrificed, and with that rawhide rope attached to the other ropes they made it long enough to let those wagons down over the precipice. And they let them down, 29 of them. One of them broke from the rope and was smashed into kindling wood.

The pioneers carried their effects that they had unloaded from the wagons down the cliff, and when they got down they loaded them on again and went battling their way down into that Puget Sound country to make the first of the settlements in that beautiful country.

These stories which might be multiplied by thousands, reveal a little of the grit and the daring of the American pioneers. What happened as a result of it? Look at your map, and you will find it sprinkled with names dear to America from east to west. Somebody remarked to-day, "Why, that town is in every State in this country." Certainly it is.

When I was with Mr. Hines, in the museum, he took me over a space not as big as this stage and pointed out the relics that he had there. Said he, "Here is a clock which used to tick the time in Vermont. Here is a scythe with which they used to mow blue grass in old Kentucky. Here is a stove, an old Franklin stove, that used to warm them in Pennsylvania. Here is a cradle that they rocked the baby in across the plains from Indiana."

I turned to him and I said, "Mr. Hines, those people came across this country bringing not only their scythes and their stoves, their clocks, and their cradles, but they came bringing America. They came sprinkling the map with names of American towns; they came planting their schools and their churches; they came putting into the hearts of their children those things for which their Revolutionary forefathers had fought and bled and died."

They came, as I have often put it, stretching the warp of American civilization from the Atlantic to the Pacific. To-day into that warp is being woven a multiple woof; to-day foreign peoples are flooding our shores. I am not so concerned about that woof; I realize that America is the land of all nations; I realize that our forefathers came from many countries with just one great love in their hearts, the love of liberty. I am not so concerned about that woof, but I am concerned with the question: Will the warp hold? Can we keep taut and true and strong those fundamentally great things that our sires bequeathed to us?

One of the most necessary things for every teacher in America to write upon his or her heart is this: "You will keep America's spirit if you save the sacred stories of the men and women that have made America."

Let me show you just what it means. I was giving a lecture of this kind one day up in that foreign-flooded part of New York called the Bronx where you could hardly find one American name in a hundred. At the close of my lecture one Russian Jew boy whose name was so foreign I couldn't even pronounce it came up to me and with tears in his voice said, "Mr. Driggs, if we could have our American history taught to us like that we would feel like

saluting the flag. They tell us to salute the flag. We don't know what we are saluting."

I was down in the old Bowery district one night, where they give these men, these down-and-outers, a cup of coffee and a sandwich, and a newspaper to sleep on. I had about 200 of those men in the audience. After I got through one old fellow came up, an Irishman, and said, "Professor, that was rale stuff. There was no blarney about that." [Laughter.]

The big point that I want to make—I am sure you have caught it—is that we owe a sacred duty to ourselves, to our country, to save the sacred stories of our sires. There is nothing they have bequeathed to us that is half so valuable. Pile all your railroads and your banks and your farms and all the rest of your material wealth in one heap, and I say it amounts to nothing if there is not given with it that sacred inheritance, love of liberty, respect for law, and an inborn, burning desire to transmit the true spirit of Americanism to the boys and girls who come under our tutelage and to whom we have a sacred obligation.

I am glad to have had this opportunity to say these few things to this splendid audience. [Applause.]

Mr. F. M. DRIGGS, of Utah. To-morrow morning at 9 o'clock we are promised a surprise. You will all be here. We are going to have 15 little boys and girls, not deaf, not blind—they can talk—and this young brother of mine will show you how to teach. To-morrow morning at 9 o'clock in this room.

Mr. E. A. GRUVER, of Iowa. Professor Driggs, I want to express to you the hearty thanks of this convention for the splendid address you have given us.

Mr. DRIGGS, of Utah. At 10 o'clock to-morrow morning Doctor Long and—I don't know the names of all these fine ladies and gentlemen who are going to show you how to teach deaf boys and girls—but immediately following the demonstration here we want you to divide and go to the schoolrooms, where you are going to see something that will surprise you every day. Every morning at 9 o'clock and at 10 o'clock in the schoolhouse over there Doctor Long, Superintendent Booth, and a lot of other gentlemen and ladies are going to demonstrate for you. And at 11 o'clock to-morrow morning my brother will talk to you—I don't know how to sign it—well, on giving life to the teaching of English language.

Mr. GRUVER. Now for the more homely side of it. Our meals will be served regularly at 7.30, 12.30, and 6.

Doctor JONES, of Ohio. They are all right, too. [Applause.]

Mr. GRUVER. I hope you are enjoying them. Doctor Jones says they are all right.

I want to express to you my very great pleasure in having you with us at this time. You are certainly welcome. We are very glad to have you, and we hope that you are comfortable. We will try to do everything we can for you. The place is yours for the rest of the week.

The meeting is now adjourned.

(Whereupon, at 9.30 o'clock p. m., the meeting adjourned until 9 o'clock a. m. Tuesday, June 30, 1925.)

SECOND DAY, TUESDAY, JUNE 30, 1925

PROGRAM

9 to 11 a. m.:

Demonstration of class work in English: "Live language and how to get it," assembly hall, Prof. Howard R. Driggs, New York University.
 Demonstration of class work: "Sense training," primary hall, Miss Adalia Skinner, Iowa school; "Ask—Say—Tell," room 1, school building, Mrs. Margaret C. Smith, Colorado school; "Language in arithmetic," room 18, school building, Mrs. E. F. Long, Iowa school; "Kindergarten and primary arithmetic," room 13, school building, Supt. Frank W. Booth, Nebraska school; "Primary language," primary hall, Miss Dorothy R. Ziebach, Iowa school.

11 a. m.:

Appointment of committees.

Communications.

Lecture, "Vitalizing English," Prof. Howard R. Driggs.

2 p. m.:

Auricular section, Miss Jennie M. Henderson, Horace Mann School, presiding.

Paper, "Residual hearing in pupils of the Iowa School for the Deaf; a preliminary report," Dr. C. C. Bunch, associate professor in research in otology, Iowa State University.

Paper, "What Detroit is doing for her deaf and hard-of-hearing pupils," Miss Gertrude Van Adestine, principal of the Detroit Day School.

Paper, "Auricular training in the Wright Oral School," Dr. Edwin L. La Crosse, associate principal, Wright Oral School, New York City.

8 p. m.:

Reception, Supt. and Mrs. Elbert A. Gruver, of the Iowa school.

MORNING SESSION

The convention reassembled at 9 a. m., pursuant to adjournment, Mr. F. M. Driggs, of Utah, presiding.

Mr. Driggs. As I told you last night, the first thing on the program this morning is a class demonstration. Immediately following this class demonstration there will be five other class demonstrations. You may select the one that you prefer to see.

In primary hall there will be two class demonstrations at 10 o'clock. You will find that on the back of your program, "Sense training," by Miss Adalia Skinner, and "Primary language," by Miss Dorothy R. Ziebach. Those two class demonstrations are for the primary teachers or those that wish to see primary work. Those will be in primary hall.

In the school building, right out here, there will be three class demonstrations—"Ask—Say—Tell," by Mrs. Margaret C. Smith, in room 1; "Language in arithmetic," by Mrs. E. F. Long, in room 18; "Kindergarten and primary arithmetic," by Supt. F. W. Booth, in room 13.

That is this morning from 10 to 11. At 11 o'clock you will return to this room and we shall give you a little change of atmosphere, and my brother Howard will give you his final lecture on "Vitalizing English."

Please remember that on Wednesday morning and Thursday morning, at 9 o'clock and 10 o'clock, you will have on the backs of your programs here the program for those two hours and the rooms and the teachers and the subjects. So at 9 o'clock to-morrow morning and at 10 o'clock to-morrow morning, in primary hall and the school building, come to see the other fellow do the work and to

absorb, if you will, the teaching spirit. We shall have some splendid demonstrations both of these mornings, and a lot of them. Select, before you go to bed to-night, the things you want to see to-morrow morning, and be at that class room at 9 o'clock. This is your normal section program each morning.

At 11 o'clock each morning you are to be here for an educational or inspirational, or some other, address.

I shall now introduce to you my brother, with a brand new bunch of kiddies from the city of Council Bluffs. I think he gathered them up last night after the meeting.

DEMONSTRATION OF CLASS WORK IN ENGLISH, "LIVE LANGUAGE AND HOW TO GET IT"

By Prof. HOWARD R. DRIGGS, New York University

[Fifteen hearing children on the stage.]

Professor DRIGGS. I met these boys and girls out on the lawn this morning. Some of them asked me what I was going to do with them. "We are going to have a good time," I announced. "How many of you like a good time? [The children raised their hands.] I never saw any boys or girls that didn't like a good time. Have you been having a good time this summer? I imagine you have a good deal of good fun around Council Bluffs, don't you? How many like to live here? [All hands raised.] I'm sure if you like to live here you must have some very good times."

Mr. BOOTH, of the Nebraska school. Ask them how many would like to live in Omaha.

Mr. DRIGGS. How many would like to live in Omaha? [No hands were raised. Laughter.]

When I was a boy I used to be out in the open having all the fun I wanted, chasing around through the fields and up through the hills and up in the mountains. We had all sorts of fun when we were boys and girls in that long-ago day, but we were out West, way out in the West where the mountains are really high. Of course, these are only bluffs of mountains, aren't they? But they are very interesting places.

I always found a good deal of fun by keeping my eyes open. How many have ever found any fun in keeping your eyes open? [A number of hands were raised.] I think all of you must have done that. Any boys and girls with the bright eyes that you have would be likely to see something.

One day I happened—I wasn't out for fun that day, yet I got some fun out of it—I was out with another man, hauling wood. We had gone up into a big canyon to get the wood. I took my ax and went up into a grove. There I saw a big tree that I thought I would like to cut down to haul home. Some brush stood by the side of the tree [illustrating on blackboard], and I had to cut that brush away from the tree, or else I should have been struck in the face by it. So I raised my ax to clear away the brush, but just as I raised it I stopped. I said to myself, "No, I don't think I'll cut that brush down just now."

What do you think it was made me stop? What do you think, my boy?

A BOY. I don't know.

Mr. DRIGGS. You haven't any idea?

A GIRL. A snake.

Mr. DRIGGS. No; it wasn't a snake. I might have stopped if it had been a snake, but it was something else. What do you think it was?

ANOTHER GIRL. Some kind of animal.

Mr. DRIGGS. No; it wasn't an animal.

ANOTHER GIRL. Was it a squirrel?

Mr. DRIGGS. No; it wasn't a squirrel.

ANOTHER GIRL. Was it a rabbit?

Mr. DRIGGS. No; it wasn't a rabbit.

ANOTHER GIRL. Was it a rabbit's nest?

Mr. DRIGGS. It was a nest, but it wasn't a rabbit's nest.

ANOTHER GIRL. A bird's nest?

MR. DRIGGS. Yes; it was a bird's nest. Right there in that brush was a beautiful little bird on its nest. What kind of a bird do you think it might have been?

A GIRL. A meadow lark?

MR. DRIGGS. No; it wasn't a meadow lark. Where do meadow larks build their nests?

A BOY. In the meadow.

A GIRL. A thrush?

MR. DRIGGS. No; it wasn't a thrush.

ANOTHER GIRL. A robin?

MR. DRIGGS. No; it wasn't a robin. You boys and girls know a lot of birds around here, but you haven't guessed that one. It was a very little bird.

ANOTHER GIRL. Was it a wren?

MR. DRIGGS. No; not a wren. It was a very little bird. What do you think?

ANOTHER GIRL. A humming bird?

MR. DRIGGS. Yes; it was a humming bird. It was a dainty, little humming bird right there on her nest. How many have ever seen a humming bird's nest? [Many hands are raised.] How large was it, little girl? About how large?

A GIRL. About that large [illustrating].

ANOTHER GIRL. About as big as a thimble.

MR. DRIGGS. Well, it would have been a good-sized thimble. It was something the shape of a thimble, but this was a little larger. I think it was about as large as I have drawn here on the board. About as big around, the top seemed to me, as a dollar. And right on that little nest there was a little mother bird [sketching on blackboard]. She didn't move. I had my ax just raised to cut away the brush in which she had her home, yet she didn't move. I wonder why.

A GIRL. Because she had eggs in it.

MR. DRIGGS. Well, she might have had something more than eggs, though I didn't see them. She might have had what?

A GIRL. Baby birds.

MR. DRIGGS. Why was she staying on the nest?

A BOY. To protect them.

MR. DRIGGS. That is true. And I came right up just about as close as I am here. She was very much frightened. How do you suppose I knew she was frightened?

A BOY. She was shaking?

MR. DRIGGS. There is another word that might be better than "shaking."

A GIRL. Trembling?

MR. DRIGGS. Why do you suppose she was trembling?

THE GIRL. Because she was frightened.

MR. DRIGGS. "Now, don't be frightened, little mother," I said, "because I wouldn't hurt you for all the world." And finally I just put my hand right over her, just like that [illustrating], and still she didn't move. After a while I went away and left her to rear her little ones. I cut down some other tree that didn't have a bird's nest by it.

How many of you boys and girls have had an experience of this kind? [The children raised their hands.] What have you ever seen, little girl?

A GIRL. I was out in the yard one day and I saw a robin and started to sing a song to it and he flew away.

MR. DRIGGS. Perhaps he thought you were going to hurt him. How many of you have ever found anything such as I found? How many have ever seen a bird's nest? [All hands were raised.] What have you been finding with these eyes of yours? Stand up, my boy, and tell us.

A BOY. There was a mulberry tree in our yard and there was a robin's nest in it. I climbed up to get to the top of the tree, and there was the robin's nest, and I got down again.

MR. DRIGGS. What did you find in it?

THE BOY. Robin's eggs.

MR. DRIGGS. What did they look like?

THE BOY. They were little white eggs in there, with specks on them, and they were right there in that nest.

MR. DRIGGS. When you got up there by the nest what did you say you did?

THE BOY. Got down again.

Mr. Driggs. Why?

The Boy. Because I didn't want to bother the eggs.

Mr. Driggs. That was kind. Who else has ever found a bird's nest?

A GIRL. There was a bird's nest in our lilac tree. It was a little gray bird's nest.

Mr. Driggs. I don't think you are making everybody hear. Tell it again so we can all hear it.

The GIRL. There was a bird's nest in our lilac tree, and it was a little gray bird and it had five little baby birds in it.

Mr. Driggs. Can you tell what kind of bird it was?

The GIRL. No.

Mr. Driggs. How large was it?

The GIRL. About that large [illustrating].

Mr. Driggs. Was it as large as a robin?

The GIRL. No; not quite.

Mr. Driggs. Can anybody help us out? What do you think it was, little girl?

Another GIRL. I think it was a catbird.

Mr. Driggs. What other birds' nests have you found?

A GIRL. One day we were going along and we saw a little hole in the side of a bluff, and when we went up to see what it was we found a little bird's nest, but there wasn't any birds in it.

Mr. Driggs. You say in the side of a bluff?

The GIRL. Yes. It was a little swallow's nest.

Mr. Driggs. How do they make it?

The GIRL. Well, it looks just like a robin's nest.

Mr. Driggs. But what I want to know is—you say it was in the side of a bluff—of what was it made?

The GIRL. It was a little hole.

Mr. Driggs. I wonder whether that is what I saw when I drove to Crescent yesterday. All the side of the bluff was almost like a honeycomb.

The GIRL. They were swallows' nests.

Mr. Driggs. You say there was nothing in it?

The GIRL. No, there wasn't.

Mr. Driggs. How did you know there was nothing in it?

The GIRL. Because there was some feathers in the back that they had fixed for the little babies, but there wasn't any there.

Mr. Driggs. Did you put your hand in and feel the nest?

The GIRL. Yes.

Mr. Driggs. And you didn't find the swallow?

The GIRL. No.

Mr. Driggs. What else have you to tell us about that?

A BOY. I went up on the bluff and there was a bird's nest up there, and I looked in it and felt my hand in it, and there was a bird that was dead in there.

Mr. Driggs. What other sort of nests have you ever found? There must be some others.

ANOTHER BOY. There are some birds have got a nest in a hole up there in the cliff, up around our house at the top of the hill. I think they are sparrows.

Mr. Driggs. You think they are sparrows?

The Boy. Yes. I have seen them go in. They seem to all shrivel up when they go in.

Mr. Driggs. You mean the birds shrivel?

The Boy. They pull their wings in real tight.

Mr. Driggs. Gather themselves up, do themselves up in a nice little package? Is that it?

The Boy. Yes, sir.

Mr. Driggs. I saw a very beautiful turtledove's nest a way out by old Fort Bridger two years ago. I happened to be walking out among the pine trees, and there was one pine limb—the pine tree was like this [illustrating], and one great pine limb ran out something like this [illustrating], and right on top of that pine limb sat one of these turtledoves. We have another name for them out in the West. We call them "mourning doves." Why do you suppose they are called "mourning doves"? How many have ever heard

them? [A number of hands were raised.] I heard one yesterday morning. It seemed to me it said, "Hoo, hoo, hoo." How many ever heard that in the morning? [A number of hands were raised.]

Yesterday I heard another bird out in the fields beyond the campus here. He and I had a little duet. He was saying something to me all the while with a beautiful little whistle. What do you suppose it was?

A GIRL. A bobolink.

Mr. DRIGGS. No; not a bobolink.

ANOTHER GIRL. A bobwhite.

Mr. DRIGGS. A bobwhite; yes. How many of you have heard him? [All hands raised.] How does he sing, my girl? Can you make it? [The girl whistled, imitating a quail.]

Mr. DRIGGS. Every one of you boys and girls has some beautiful little story, something about a nest or something about how birds have been killed, or about some interesting thing that you have seen birds do. You have been telling some of your experiences with birds. I am going to let you tell them now in another way. You might write some of these interesting little stories, might you not?

Suppose I wanted to write the little story that I told you; how should I begin? What was that story about that I told you when I first started to talk to you? What was it about, my boy?

A BOY. A humming bird.

Mr. DRIGGS. About a humming bird. I wish you boys and girls would help me tell this story that I told you. I want to write it for some boys and girls. What was the thing I was doing?

A GIRL. Chopping down a tree.

Mr. DRIGGS. Yes. What else?

A BOY. Hauling wood.

Mr. DRIGGS. Yes; I was hauling wood. Where was it?

The BOY. Up in the canyon.

Mr. DRIGGS. Yes. How might I say all of that?

A GIRL. I was hauling wood up in the canyon.

Mr. DRIGGS. Well; I was not hauling wood up in the canyon, but I was what?

The GIRL. Hauling wood from the canyon.

Mr. DRIGGS. Where was this canyon [writing on blackboard]?

A BOY. Out in the mountains.

Mr. DRIGGS. Well, canyons are always in the mountains, but this was in a certain part of our country.

A GIRL. In the West.

Mr. DRIGGS (writing). In the West. Why did I add that little mark [indicating the period]?

A BOY. That's the end of a paragraph.

Mr. DRIGGS. It is what?

A GIRL. The end of a sentence.

Mr. DRIGGS. What was it that I did?

A BOY. You were just trying to chop down a tree, and all at once you saw a little humming bird's nest. You raised your ax to chop.

Mr. DRIGGS. If we are going to tell our stories we had better tell how many things at a time?

A BOY. One.

Mr. DRIGGS. If we do not tell one thing at a time we might get things a little mixed up. What was it I raised [writing]?

A BOY. Ax.

Mr. DRIGGS. Who can tell me why I raised my ax?

A GIRL. To cut some brush.

Mr. DRIGGS. To cut away—or is there another expression we can use instead of "cut away"?

The GIRL. Clear away.

Mr. DRIGGS. Cut away, or clear away, or chop away. Which one do you want?

The GIRL. Clear away.

Mr. DRIGGS (writing). All right, "to clear away some brush." That stood where?

A BOY. That stood by the tree.

Mr. DRIGGS [writing]. "That stood by a tree." But something happened. What was that? "I raised my ax to clear away some brush that stood by a tree." I haven't told it all, have I? What else?

A GIRL. Saw a humming bird.

Mr. DRIGGS. Oh, but I don't want to tell that just yet. What else did I do?

The GIRL. Stopped.

Mr. DRIGGS (writing). "But I stopped." What do you want there?

A BOY. A period.

Mr. DRIGGS. Why?

The BOY. Because that is the end of a sentence.

Mr. DRIGGS. Because that is one more thing we have told, isn't it? Now, tell why I stopped [writing]: "There was"—there, where?

The BOY. In the brush.

Mr. DRIGGS. There in the brush—who can finish the sentence for me?

A GIRL. There in the brush was a humming bird.

Mr. DRIGGS. Yes; but that isn't quite all of it. Who will spell "humming" for me? [The children spelled "humming."] Yes. There in the brush was a humming bird—what?

A GIRL. Nest.

Mr. DRIGGS. There was more than a nest. There was a humming bird. What do you say, boy?

A BOY. Setting on its nest.

Mr. DRIGGS. Do we need that word "sitting"? What happened then? What about the little bird?

A GIRL. She was frightened.

Mr. DRIGGS. How could I tell she was frightened?

The GIRL. She was trembling.

Mr. DRIGGS [writing]. "She was trembling"—how?

A BOY. With fright.

A GIRL. But she didn't move.

Mr. DRIGGS [writing]. "She did not move." What was it that I said to her?

A GIRL. Don't be frightened.

Mr. DRIGGS. Yes; don't be—now we used the word "frightened." We could use one of two words there. What other word might be used?

A GIRL. Afraid.

Mr. DRIGGS. Yes. Now, which do you want—"Don't be frightened" or "Don't be afraid"?

A BOY. "Don't be frightened."

Mr. DRIGGS. How many would rather have "frightened"? [A number of hands were raised.] How many would rather have "afraid"? [A number of hands were raised.] Well, one is just about as good as the other there. We have used the word "frightened" there [writing]. It might sound better—"Don't be frightened." But I called her something. What do you suppose I would call her?

A GIRL. Little mother.

Mr. DRIGGS. Yes. "Don't be frightened, little mother" [writing]. Now, I am talking to that little bird; what do I need there? How shall we show that I am talking?

A GIRL. Quotation marks.

Mr. DRIGGS. Quotation marks. Have I put them in the right place? Show me where I need other marks. [A girl went to the blackboard and placed a quotation mark.] Why do you put it there? Why don't you put it over here?

The GIRL. Because you didn't say "I said."

Mr. DRIGGS. That's right. "Don't be frightened, little mother," I said. Then I said something else. What?

A BOY. "I would not hurt you for the world."

Mr. DRIGGS. Do you want the word "hurt" there?

A GIRL. "Harm."

Mr. DRIGGS. Which would you rather have?

The GIRL. "Harm."

Mr. DRIGGS. "I would not harm you for the world" [writing]. Ought I to have any other marks there, boys and girls?

A GIRL. Yes.

Mr. DRIGGS. Where? Tell me, my girl.

The GIRL. Quotation marks around "I would not harm you for the world."
Mr. DRIGGS. Why do you put them there?

The GIRL. Because you said that.

Mr. DRIGGS. How many agree? [All hands raised.] What else did I do?
Who will close the little story?

A BOY. "Then I went to another tree."

Mr. DRIGGS. Went to another tree or went where?

The BOY. Away.

Mr. DRIGGS. I went away leaving what?

The BOY. Leaving the brush.

Mr. DRIGGS. Leaving the brush but leaving what?

The BOY. The tree.

Mr. DRIGGS. What else? I am talking about what?

The BOY. The humming bird.

Mr. DRIGGS. I know; but she stayed right on her nest. What kind of bird was she?

The BOY. Brave.

Mr. DRIGGS (writing). "Leaving brave little humming bird"—what to do?

The BOY. Rear her little birds.

Mr. DRIGGS. "To rear her"—but we have used the word "little" so much there; can't we use another word? Rear what?

A GIRL. Babies.

Mr. DRIGGS. Yes, "Rear her babies." Now, who would like to read the whole story for me? Stand up, my girl, and read it so that everybody can hear it. But just a moment; we have forgotten something. Every story ought to have what?

A GIRL. A title.

Mr. DRIGGS. Can you suggest a good title for that story?

The GIRL. The brave humming bird.

Mr. DRIGGS. Could you call it something else?

The GIRL. Brave mother.

Mr. DRIGGS. What kind of mother?

The GIRL. Brave little mother.

Mr. DRIGGS. All right. "The Brave Little Mother" [writing]. Now read it for us.

The GIRL (reading from blackboard):

"THE BRAVE LITTLE MOTHER"

"Once I was hauling wood from a canyon out West. I raised my ax to clear away some brush that stood by a tree, but I stopped. There in the brush was a humming bird on its nest. She was trembling with fright, but she did not move. 'Don't be frightened, little mother,' I said, 'I wouldn't harm you for the world.' Then I went away, leaving brave little humming bird to rear her babies."

Mr. DRIGGS. I must put in "the" there [inserting "the" between "brave" and "little"]. Sometimes boys and girls do just as I have done—leave out necessary words.

How many like this little story? Whose story is it?

A GIRL. Yours. [Laughter.]

Mr. DRIGGS. No; whose story is it? Who made it?

The GIRL. You.

Mr. DRIGGS. What do you think about it, my girl?

ANOTHER GIRL. It is our story.

Mr. DRIGGS. It is our story, isn't it? We all went to work and made it, didn't we?

Do you see how a story is written? How many see it? [A number of hands were raised.] Just tell one thing at a time and tell it clearly. Sometimes, when you try to tell it with your tongues what happens? I had some difficulty with you boys and girls this morning. I was trying to get you to tell your stories, but I had to keep doing something. What was it, lad?

A BOY. We don't say the right words.

Mr. DRIGGS. Sometimes you don't use the right words, but is there something else? What else did I have to keep asking you to do?

A GIRL. Talk louder. [Laughter.]

Mr. DRIGGS. I wonder why it is that boys and girls do not speak more plainly. You are all feeling well this morning, aren't you? [Cries of "yes, yes."] How many feel well? [All hands were raised.] Surely, you are feeling well. I thought perhaps we would have to send for the doctor. I was thinking there might be something the matter with you boys and girls. When you were playing out on the lawn you didn't have any trouble making one another hear, did you? Why is it boys and girls sometimes fail to make others hear?

Mr. DRIGGS. They are like the little humming bird, aren't they? But I think there is some other reason. I heard some of you boys and girls using certain little words. I heard this little word once [writing "catch" on blackboard]. What is that word?

A Boy. Catch.

Mr. DRIGGS. Now say it all together. [All said "catch."] Is that the way boys and girls all say it?

A Boy. No.

Mr. DRIGGS. How do they sometimes say it?

The Boy. "Ketch."

Mr. DRIGGS. What is the matter with a boy who says "ketch" instead of "catch"?

A GIRL. He doesn't know very good English.

Mr. DRIGGS. I think there is something else the trouble.

The GIRL. They don't think.

Mr. DRIGGS. There is something else. Now, watch me. Ketch. Catch.

Another GIRL. They don't open their mouths.

Mr. DRIGGS. All of you boys and girls say "ketch." [All said "ketch."] Now, say "catch." [All said "catch."] Put your fingers right up close to your ears (in front of ear). Now, say "ketch." [The children did as directed.] Now, say "catch." [The children said "catch."] What happened?

A Boy. You don't hear.

Mr. DRIGGS. No; there is something else that happened. When you said "catch" there was something that happened that did not happen when you said "ketch."

A GIRL. It makes your jaws move.

Mr. DRIGGS. What is that word [writing "just" on blackboard]?

A Boy. Just.

Mr. DRIGGS. Is that the way boys and girls always say it? Put your finger up there. Now, say "jist." [The children said "jist."] Now, say "just." [The children said "just."] I thought I heard some of you say something else.

How do you pronounce this word [writing "get" on blackboard]?

A Boy. Get.

Mr. DRIGGS. How do they sometimes say it?

The Boy. Git.

Mr. DRIGGS. Now say "git." [The children said "git."] Now say "get." [The children said "get."]

Now say "catch." [The children said "catch."] Say "I can catch a rabbit." [The children repeated the sentence.] You can be heard when you talk that way, can't you? [Nods of assent.] I thought so.

Now, I don't know, boys and girls, whether I have time enough left to let you write that story, but I am sure you could write it. I think every one of you could write the story right now.

Mr. F. M. DRIGGS. If you want them to write the story they might do that and hand it in later.

Mr. H. R. DRIGGS. Yes; they can do that.

Mr. F. M. DRIGGS. The teachers will have to go to the other class demonstrations in five minutes.

Mr. H. R. DRIGGS. All right. I am coming back here at 11 o'clock, as I understand the program, and at that time we shall take time to go into the fundamental principles involved in the demonstration.

I want to say first of all that I have not been trying here to give a model lesson. The dictionary says that a model is an imitation

of the real thing. I am not trying to give any model lesson. All that these demonstrations are intended for is to show more concretely the fundamental principles underlying the vitalized teaching of English. This type of lesson shows the blending of oral and written work. It shows a handful of things in one. When we come to the next discussion we shall take a square look at the fundamentals that have been made plain in the demonstration and have an opportunity perhaps to discuss them a little more fully. If you get those fundamental principles it seems to me that you can apply them in any type of situation that happens to be met.

Basically and fundamentally there is only one reason for the teaching of English, and that is to help the child more effectively to express himself and not some one else. In order to get such expression you have to create conditions in your classroom wherein the pupil feels impelled, not compelled, to express himself.

The most serious fault in composition work throughout this country is that too many teachers have been compelling children to express thoughts they did not think and feelings they did not feel for the sake of passing examinations for which they did not care a rap.

When it comes to getting the finesse, to getting the technique, to getting those essential things which make this expression "go over," or reach the other person, then you have a few other things to do, but they are all based on that fundamental platform of self-expression which I believe is as sound as the Rock of Ages. [Applause.]

Mr. F. M. DRIGGS. Teachers will now please go to the classrooms in school building and primary hall, for demonstration, and go immediately.

(Whereupon, at 10 o'clock a. m., the convention recessed until 11 o'clock a. m.)

Doctor WALKER (at 11 a. m.). The meeting will please come to order. Mr. Driggs has some announcements to make.

Mr. F. M. DRIGGS. Just an announcement regarding the program for this afternoon.

At 2 o'clock this afternoon, in this room, the auricular section will meet, Miss Jennie M. Henderson presiding. Then, at 8 o'clock this evening there will be held the reception by Superintendent and Mrs. Gruver.

One other thing. There are, I understand, a few superintendents who are looking for some charming young ladies, or some men, to help them out next September and the months that are to follow. There are some young ladies and some young men who perhaps would like to meet some of these good-looking superintendents. Mr. Bjorlee—if you will please stand—is the secretary of the convention. Mr. Bjorlee knows all of these superintendents, and he would like to know all of the young ladies that want positions. Perhaps if you will get next to Mr. Bjorlee he can put you and the job together.

Doctor WALKER. I shall ask the secretary to read for me the committees appointed.

Mr. BJORLEE. Mr. President, ladies, and gentlemen, the president of the convention wishes to announce the following committees:

Committee on neurology.—Mr. I. S. Fufeld, Mr. George M. McClure, Miss Mabel E. Adams, Mr. A. B. Greener.

Committee on interpreters.—Dr. J. Schuyler Long, Mr. H. L. Tracy, Mr. T. L. Anderson.

Nominating committee (this committee to nominate the chairmen of the standing committees, not the officers nor the executive committee).—Dr. Augustus Rogers, Dr. William A. Caldwell, Miss Florence Wilcoxson, Miss Elizabeth Peet, Mr. E. A. Stevenson.

Auditing committee.—Dr. C. R. Ely, Mr. W. A. Scott, Mr. T. E. Bray.

Committee on recommending honorary members.—Mr. E. McK. Goodwin, Mr. F. H. Manning, Miss Gertrude Van Adestine, Mr. E. S. Tillinghast, Mr. Parley de Berry.

Committee on resolutions.—Dr. J. W. Jones, Mr. W. L. Walker, Mr. T. S. McAloney, Mr. B. W. Driggs, Mr. J. W. Blattner.

Assistant secretary of the convention.—Mr. I. S. Fufeld.

Doctor WALKER. I shall ask the chairmen of these respective committees to take up these matters and call a meeting at their convenience of their committees.

Mr. W. L. WALKER of South Carolina. Mr. President, I suggest that at this time we have the reading of any letters or telegrams that may be in the hands of our secretary.

Doctor WALKER. That suggestion is opportune. I shall ask the secretary to read any letters or telegrams that should be presented to the convention.

Mr. BJORLEE. Mr. President, the following official communications have been received:

ROME, N. Y., June 29, 1925.

Mr. E. A. GRUVER:

My best wishes for successful convention.

O. A. BETTS.

NEW YORK, N. Y., June 29, 1925.

Dr. NEWTON F. WALKER,

School for the Deaf, Council Bluffs.

Please accept my hearty congratulations personally and my best wishes for a most successful meeting of the convention, from which unforeseen circumstances prevent my attendance.

ISAAC B. GARDNER.

PITTSBURGH, PA., June 27, 1925.

DEAR MR. GRUVER:

On account of Doctor Crouter's death, I shall be late arriving at the convention. I shall attend the funeral on Monday and shall let you know later what time I shall reach Council Bluffs.

A. C. MANNING.

A communication of greeting and expression of regret at inability to attend the meeting was received from Mr. J. F. Bledsoe.

PHILADELPHIA, PA., June 26, 1925.

Mr. E. A. GRUVER,

School for the Deaf, Council Bluffs:

Doctor Crouter died this afternoon. Funeral Monday at 1.30.

J. C. CROUTER.

Mr. F. M. DRIGGS. The president desires me to say that a telegram, properly worded, conveying the sincere sympathy of the convention, has been sent to Doctor Crouter's family.

As announced an hour ago, the next number will be "Vitalizing English," by Prof. Howard R. Driggs, of New York University.

VITALIZING ENGLISH

By Prof. HOWARD R. DRIGGS

I am sure you will be interested to hear something of the results of the composition demonstration which we had an hour ago.

After you left I just let the pupils go on writing, each telling his own story. One of the boys misunderstood and copied the story from the blackboard instead of writing his own story, but the rest of them gave us an absolutely original, straight-out-of-their-lives story. Here is one called "The Cat and the Bird."

"My cat climbed a tree to catch a bird. When I saw her I ran out of the house and made her come down. When she was down I gave her a licking. She has not tried it since."

Here is another which might be called a household tragedy:

"One day a bluejay came in the door when mother was bringing a basket of clothes in our house. Mother caught it by the tail, but it flew out of her hand. The tail feathers came out. The bird flew in the washing machine. Just then the cat jumped on to the washing machine and caught the bird and hurt it so it could not fly. Mother told me we must end its misery, so she hit it over the head and killed it. Then she buried it so the cat couldn't get it to eat."

Following is a story from an observant boy:

"One day when I was playing I noticed some robins were watching an owl as close as they could. I watched it a while and found out that the owl had killed a baby robin. The owl would fly from one hole to another, and then at last it got tired and stopped in a hole in the tree, and the robins would stay around the hole, so that if the owl could come out they would get it."

Following is a woodpecker story:

"I was sitting in our back yard under the shade of a tree, reading, when I heard a rapping sound. I looked around but saw nothing. In a little while I heard the rap, rap again. This time I looked up and saw in the tree a woodpecker pecking away. I noticed that it had been flying around all over the tree above us. It found but few. In a little while he flew up farther and pecked and pecked and seemed to be satisfied, for he kept on pecking in the same place. I think he was a pretty smart one."

Another interesting story is the following:

"Once when I was at my grandma's I was playing in her yard with a ball. The houses were real close together. I threw the ball up too high, and it fell on the roof of the lady's house next door. I looked up there and saw a dove's nest in the corner of the roof. I watched it and saw three doves fly into it. I don't think there were any baby doves in the nest. I didn't get the ball again. The nest was so high up that I couldn't see into it."

Here is a story that reveals a kindly spirit:

"There is some boys that don't care how they hurt the helpless birds. There is some robins live in our orchard trees. The boys neighbors come over when we are not at home and shoot the robins. One day they were there and I came running home to get a handkerchief. I saw them trying to shoot those poor robins. I chased them home and then went up to comfort a hurt robin that they had shot. The robin became a great pet of mine, but last winter she went to the south and I haven't seen her this summer yet."

Following is a picturesque description entitled "An Army of Birds."

"One day when I was sitting out on the front porch I saw a squirrel running with all its might. Suddenly I heard a great noise. Through the air there came birds of two kinds, robins and sparrows. From all directions they came. Once more I saw the squirrel run up a large tree and all the birds after him. Some would peck at him and other make loud noises. After a while the war had ended. I was greatly interested in finding out what they

were fighting about. I found that it was a robin's nest with the little egg broken."

The last story came from a seventh-grade pupil. The pupils of the class were of fourth, fifth, sixth, and seventh grades. Shall we look now at the principles underlying the demonstration?

The pupils, first of all were led to express themselves both orally and through writing. In order not to make them jump into the written expression too abruptly, the composite work was done; they were led to develop a story together on the board. I might have taken one of their stories instead of the one that I had told to stimulate their expression.

The aim of it all was individual self-expression. The pupils were not asked to imitate the composition that they had written. The composite work was given to encourage them to express themselves, not someone else. We had 20 children there, and we have 20 different compositions, each one like the other in this one respect—it is different. That is how all the people in the world are alike—they are all different. It is not the business of a teacher to make them all alike. Those chairs on which you sit are all alike in one respect—they are all different. Each board on the floor beneath you has an individuality of its own. If the painter had taken a coat of paint and covered all those boards it would have taken away their individuality. Instead he has put on a stain and brought out their native grain.

The business of the teacher, as I conceive it, is to bring each child up to his individual best. The child certainly ought to have the same privilege that is given a board. What we have been doing, however, in the teaching of English too often is merely to let them copy, to try to ape somebody else. We have been covering their language expression with an artificial coat of language paint, trying to make every child like the other child. Let me show you how this operates.

At one time I went into the outskirts of a certain city to observe what they called the "model lesson." The teacher there had evidently told the children a story, a story about the four-leaved clover. One leaf was "Be honest," another was "Be faithful," the other was "Be happy." If one had those three leaves of the clover one would get the fourth leaf, which was "Be successful." The teacher had the children stand up, one after another, and tell this story again, and each little child in "bib-and-tucker" book language, got up and retold the story.

When they had got through with the exercise, the superintendent asked, "Have you anything to say?" I said, "Well, I should like to chat with the children a few moments." "Go ahead," he said.

"I have been very much interested in your story, boys and girls," I began. "I was particularly interested in that leaf 'Be honest.' I think what happened in the city the other day made me more interested. It chanced that I went to a bank to cash a check. In handing me the money, the clerk accidentally gave me \$20 too much. As I was walking out of the bank counting the bills I discovered his error and returned to the window, saying, 'Haven't you made a mistake?' He looked at the bills and said, 'Thank you; thank you very much for bringing that back.' A few days later I went to the same clerk to buy a draft. I made my check out for \$30 more than the draft called for. The clerk made the draft and, handing it to me, directed me to take it to another official to sign. The latter signed it, and I was starting for the door when the clerk at the window said, 'Mr. Driggs.' On my return to the window he said, 'Haven't you forgotten something?' Then he handed me \$30. 'Oh, thank you,' I said, 'thank you very much for calling me back.'

"Does this incident, boys and girls," I asked, "call to your mind anything that has ever happened in your life, where somebody had a chance to be honest or dishonest?"

"My mother was in the department store the other day," responded one girl, "and she left her purse lying on the counter, and there was an honest clerk came and brought it to her."

Somebody else jumped up and told another little story involving honesty, and finally a little boy with a foreign tongue got up and said, "Once me and me brother was standing down by the drug store, and there was some other boys come up by the back of the store, and they seen some ice cream in the back of the drug store, and they was sneaking little bricks of ice cream from the store, and one boy stole a dozen of them, and the other boys they got two apiece and they ran down the alley, and the policeman got after them and

chased them down the street, and they scooted up another alley, and the policeman caught the boys that got two apiece, but the one that got a dozen he got away with it." [Laughter.]

About five minutes before that little fellow in bib-and-tucker book language had been giving me the story of the four-leaved clover. Which was the better composition? Which one?

A VOICE. The last one.

Mr. DRIGGS. Why?

The VOICE. Because he expressed himself.

Mr. DRIGGS. Surely. It came out of the child's own life.

Musically speaking, if you can't "B natural" you will "B flat." [Laughter.] I don't care how long you live, if you don't live your own life you won't live at all. Every great writer who has ever made the world listen to him dealt with the things he knew about. Pick up the last Saturday Evening Post and read the article by Herbert Quick, the Iowa boy who recently passed away, the author of "The Hawkeye" and "Vandemark's Folly" and "The Brown Mouse." There is a paragraph in there that did my soul a world of good. The essence of the paragraph is just this: "Every flight begins from the ground. Every piece of fiction is autobiographical."

Where did Mark Twain get Tom Sawyer? Out of his own boy life on the Mississippi. Where did Riley get his Hoosier poems? Just from old Aunt Mary and the happy little cripple, and from all the people that he knew. Where did Bret Harte get his stories? Out of the mining camps. Where did Whittier get his "Snow Bound"? From the fireside. Where did Bobby Burns get his lyrics? From turning over the mouse's nest and the daisy and from other soul-stirring every-day experiences. Where did Chaucer get his "Canterbury Tales"? He got it right out of the homely home folks of England. If we are ever to train pupils to use English effectively we shall have to begin where they live. We shall have to help them to express themselves, not someone else.

The set of compositions just taken from the class used in the demonstration are rather remarkably good. These boys and girls have been trained by the vitalized method. During the last five years I have gone over the United States, and it is not often that I have obtained from any of the classes that I meet in the other parts of this country compositions that move with the same fine word choice and steady sentence step as is revealed in these papers.

The pupils need help, of course, to get their stories into more perfect form. Shall we see just what is to be done?

There are five things in one to be done in language teaching. Perhaps I can suggest these graphically by giving you a helping hand [drawing a diagram on blackboard].

The thumb in this hand represents the grip [indicating]. If you don't have a gripping subject, one that strikes close to the child's life, you will get nothing of vital value. The composition must link closely with child experiences.

I was over in Keyport, N. J., not long since. The pupils there by the sea handed in a booklet of sea stories. They had many interesting things to tell of horseshoe crabs, eels, sharks, and I don't know how many different things. These were part of their lives.

I was in the heart of Hoboken recently, and I led the youngsters to talk about the throbbing industries everywhere around them. In the class was a girl whose father worked in a match factory. Another pupil's father was a designer; he put designs on plates. Still another's father built stairways. Another had been up in old Vermont and lived among the sugar bush; he told all about the making of maple sugar. Another one had been up there and lived in the granite-quarry district.

I got out of them a wonderful booklet of stories of industry.

At Christmas time in certain of those foreign-flooded cities of the East I suggested to the teacher that they get the stories of Christmas in other lands. One teacher who had 17 different nationalities in her room came and handed me one of the most interesting booklets I have ever received. Each child had gone back to his home and gathered from father and mother the story of how they celebrated Christmas. In an artistic little booklet they brought the whole world to us. Each child was doing his own individual work. Last night in my talk on American history I suggested another rich field for language expression.

Down in Warren County, Iowa, Carrie Van Gilder, one of the greatest teachers I ever knew—she has passed away since that time—led an eighth-grade class on working out the history of Warren County. They created a pageant on it that brought the whole county into Indianola, the county seat, to watch the story of old Keokuk and Blackfoot and the old French trappers, and the whole story—some of it done in beautiful poetry.

One day over here in Council Bluffs Superintendent Beveridge, who was then at the head, stepped into one of the fourth-grade rooms with some members of his board. She asked him what he would like to see. "Oh, anything you want to present," he said. "Would you like to see a language lesson?" "Yes; that as well as anything," he responded. He thought, as he afterwards put it, that they would hear a lot about verbs and nouns, and so on, but to his astonishment the teacher said, "Let us play the little play that we created the other day." The children, delighted, presented a little flower play done in verse, called "The Queen of the Flowers." Each little child had chosen the flower that he or she liked best, and in a rhyme or in a choice prose paragraph had presented the virtues of his favorite. The visitors were thrilled by this evidence of budding authorship.

Children have all these things within them—if we only know how to get close to their lives, if we only know how to obey the divine injunction of the Master Teacher, "Except you become as little children you can not enter the kingdom of heaven." Except you become a little child in spirit you can not lead children into the kingdom of learning. You don't have to be one of them; you have to be one with them. There is one thing that a teacher must never forget, and that is his or her childhood. I say very frequently to my teachers, "It ought to be the ambition of every teacher to die young." And I mean it in a beautiful spirit. Oh, we don't count age by gray hairs. It is gray hearts that make age. The sweetest thing in all teaching, the best pay that comes out of this work, is the divine privilege of living with youthful spirits.

Coupled closely with the thought of a gripping subject is this: Find the one thing you have to say and say it. This fundamental rule applies all the way from kindergarten to Congress. If teachers in teachers' meetings would wait until they had a real thought we should dismiss earlier. [Laughter.] A certain old fellow came home from a community meeting one day. Somebody asked him who spoke. "Well," he said, "old So-and-So got up and said he didn't have anything particular on his mind to say, and then he took a whole hour to prove it." [Laughter.]

I was over in Fremont, Nebr., one day, and I happened to fall into a class where the children were having a composition lesson. One boy was up on his feet, talking about raising poultry. He was rambling along, boy fashion, and finally I said, "What are you talking about, my boy?" "About raising chickens," he said. "Don't these children know anything about it?" "I guess they do," he said. "Then, what are you wasting your time for?" "Well," he said, "teacher told us we was to get something about how homes are supplied with food, and I took raising poultry, because I thought I knew something about it." "You know something about it, do you?" "Well," he said, "father raises them for a living." "You certainly should know something about that subject. Now, tell me what it is you know about raising poultry that perhaps I don't know," I said. "I know how to make them pay," he responded. I said, "I don't. I'm interested. What is the first thing you do if you are going to make poultry pay?" He said, "You get the best eggs," and he went on to tell how to test eggs to find whether they are fertile. "What next?" I said. "Well," he said, "you have to get a good hatch." I said, "How do you do it?" He said, "You use an incubator or you use hens. Some use one, some the other." "All right," I said, "what next?" He said, "You have to take care of the young chicks." I said, "Why?" He said, "If you don't keep the coops clean the mites get them." I said, "What next?" He said, "You have to market them at the right time when the price is best."

This boy had some one thing to say, and he was led to say it. Unity—a central purpose—is the vital thing in all expression. Any sentence that says more than one thing is not a well-built sentence. Any paragraph that develops more than one topic is not a well-built paragraph. Any chapter that has more than one thing to say is not a well-built chapter. Any book that

tries to deliver any but one great dominating message is not a well-built book. Do you know the difference between a man awake and a man asleep? The man awake is unified—focused, if you please; the man asleep is always relaxed.

The biggest thing that you have to teach children is to say one thing at a time and say it clearly. That is just as important as perspective is in drawing. I may ask a child to draw a house. He may draw a barn or a cathedral or a railroad station or an Eskimo igloo, but if every one of those houses is not drawn according to perspective, it is all out of true. You have seen how children do it sometimes [illustrating on blackboard]. Perspective in any composition is what he must have.

What next? You can't say what you want to say in a way that gets it over unless you choose the just right word. You watched how we worked with the class of pupils, didn't you? And you noticed that those youngsters were awake on that choosing of words?

If there is anything I have tried to do for boys and girls over this country, it is to build a live vocabulary, one that says the just right thing with the just right word. The ability to choose the word that says the thing so that it vibrates, the ability to get the electric expression that touches you and makes you thrill and makes you feel it, is the thing that makes language alive. You can't get just right expression simply by running to the dictionary and trying to get what somebody else says. Reading good books helps you; running to the dictionary makes you sure of it; but the one way that you get the right expression is by trying to find the word that fits your thought. What type of day is this? What kind of breeze was it? What word would suggest the notes of the birds coming in at the window? What word suggests the whistle of a quail? Learn to love to find the right word. That is the way to gain a vocabulary.

What next? Another thing I tried to bring out in the demonstration to-day was clear enunciation. Do you know that to-day we are throwing away many millions of dollars just because people do not enunciate correctly or distinctly? How many telephone calls have to be repeated? When you think of the millions of telephone calls of this country, can you imagine the waste of time? How many people's time is wasted simply because somebody doesn't make the other person hear? You people, of course, know how vastly important it is to enunciate clearly, and that is largely a question of opening the mouth when you speak, and so far as English is concerned it is obeying the divine injunction of Shakespeare where he says: "Speak the speech, I pray you, trippingly on the tongue. Do not mouth it." English is essentially a tongue-tripped language—"trippingly on the tongue." You take the words "already" and "all right"—already, all right. Tell the boys and girls to say it. All of you "already." [The audience said "already."] Now say "all right." [The audience said "all right."]

Take such words as "history, geography, library"; it is the tripping of the tongue that does the business. Foreign people do not use it as we use it.

Enunciation has much to do with spelling. One little boy wrote this sentence, "I ast him to do it; he said he didn't hafta."

Another thing is correct usage—and I am closing right here. I put correct usage on the little finger of the hand. That does not mean that it is not important, but it does mean that the other things are more important. You know exactly what I mean when I say "It don't matter." I have made an error, but you know what I mean. But you don't know what I mean when I say "The captain told the sergeant that if he was killed the command should devolve upon him."

We want people to speak correctly. It is far more important that we train them to speak effectively, and effectiveness in speech embodies the whole handful [holding up five fingers]. It means to get something to say that is worth saying. It means to say that one thing—a thing at a time. It means to say it with the words that make it vibrate. It means to enunciate when you are speaking so that those who hear may hear, or as they write it to spell it, so that they may use the right form. It means to choose the correct forms of grammar so that we shall not divert people's attention and make them think we are ignorant of proper forms.

A month or so ago in Monmouth County, N. J., near the old scene where Molly Pitcher took her husband's place at the cannon after he had been shot down, I suggested to the teachers of a school in the city there that they had a county as rich as cream in history. One girl took the suggestion and came

back with a set of compositions. On one of the compositions was pinned an old spoon of ancient pattern, and the composition was the story of an old spoon. The pupil had written:

"During the Revolutionary War, when the British raided Monmouth County, they came to the home of my great-great-grandfather and they took all of his silverware. Years passed away. Something more than fifty years afterwards my grandfather was in the city of New York. He happened one day to stop at a certain place where they were having an auction sale. He bought some things that were offered for sale, and when he got home, to his astonishment, he found he had bought five of the very spoons that the British over fifty years before had stolen out of his grandfather's home. Here is one of them."

And there it was with the family mark on it.

Every home is a treasure house of history. If you are going to humanize your history, get some of the living, breathing, throbbing stories that illuminate it. Link your language with geography, link it with science, link it with any live subject that the boys and girls of America ought to be talking and writing about, and then let them talk and write not for the sake of passing English examinations but for the sake of serving themselves and serving their country, and you will get vitalized English. [Applause.]

Doctor ROGERS, of Kentucky. Mr. President, I move that we express our appreciation of this wonderful talk and these other talks and this work that we have seen demonstrated here by Doctor Driggs by a rising vote of thanks.

Doctor JONES, of Ohio. I second the motion.

Doctor WALKER. On motion of Superintendent Rogers, seconded by Doctor Jones, of Ohio, the motion is that a vote of thanks be tendered to Professor Driggs for his timely and appropriate addresses given before this body. All those in favor of that motion will signify by rising. [The convention rose, with applause.]

Professor DRIGGS. I want to express my appreciation for the delightful response which you have so kindly given me. If I have left you any help, I am happy. [Applause.]

(Whereupon, at 12.10 p. m., the convention recessed until 2 p. m. this day.)

TUESDAY AFTERNOON SESSION

The convention reassembled at 2 o'clock p. m., pursuant to recess.

Doctor WALKER. Before we turn this afternoon session over to the proper presiding officer I should like to ask if there is any general business to come before the convention; if so, we will be glad to hear it.

(Secretary Bjorlee and Mr. F. M. Driggs made announcements.)

If there is no further business, I shall turn this meeting over to Miss Jennie M. Henderson, of the Horace Mann School, as the presiding officer.

AURICULAR SECTION

(Miss Jennie M. Henderson, of the Horace Mann School, Boston, Mass., presiding.)

Miss HENDERSON. Mr. President and members of the convention I thank you very much for the courtesy which you have extended to the Horace Mann School in inviting me to be chairman of the auricular section. I am intensely interested in this subject, as you know, and I am looking forward to the day when every school for the deaf in the country shall have a definite time in its curriculum which will

be allotted to the training of residual hearing. We must not allow the low powers of hearing to go unutilized.

Every period of education has had a dominant tendency about which the interest of the professional world centers. For the last few years teachers of the deaf have been intensely interested in the training and conservation of the hearing. There has been a strong feeling that the low powers of hearing must be utilized and that perception of sound should be increased by means of auricular training and education.

Our aim in all this work should be to send our children out into the community as hard-of-hearing pupils rather than as deaf ones. As a result of this training we can see a definite reaction already upon the speech of the children. The voices are more natural in tone and inflection. A number of them are able to receive correction and criticism from the classroom teachers in an intelligent manner and in a perfectly normal way.

The idea of awakening latent hearing is not new to our profession. Mr. Gillespie, of the Nebraska school, had one of his teachers demonstrate methods of auricular training at one of the early association meetings; now, however, this subject can be approached from a new standpoint because the medical profession is willing and eager to take an interest in the educational side of our problem and to lend its aid to it, toward the understanding and working out of our difficulty. Aurists, scientists, and teachers, working together toward a common end that our deafened pupils may be enabled to approach more nearly to the normal type of the race, inspired by enthusiasm and optimism, with a clear aim in view, will help us go forward. Let us all try to open the closed door.

The first speaker on our program will be Dr. C. C. Bunch, associate professor in otology, Iowa State University. He will speak upon the subject "Residual hearing in the pupils of the Iowa School for the Deaf." It gives me great pleasure to introduce Doctor Bunch.

RESIDUAL HEARING IN PUPILS OF THE IOWA SCHOOL FOR THE DEAF. A PRELIMINARY REPORT

By Dr. C. C. BUNCH, Associate Professor in Otology, Iowa State University

Members of this association, I assure you that it is with great pleasure that I come to you to bring you a message this afternoon—at least, I think I am coming to bring you a message. I hope I have something to say, and I hope it will not take me an hour to say it.

I don't know whether I shall be able to talk at all with this gymnast at my right (the interpreter) going through his convulsions. [Laughter.] I am not used to that. When people shake their fists at me I like to have them in front of me.

I wish you would remember that I know nothing of the teaching of deaf children. I have had a little experience in testing hearing, and I suppose that is the reason I am privileged to appear before you this afternoon. So, if I step on toes too hard this afternoon, remember it is because I don't know anything about it. Just excuse my ignorance, and as I present figures, remember that figures don't lie, but once in a while liars try to figure.

The vocal method of instruction has by the process of educational evolution come to be considered the most effective for the education of deaf children. Any substitution for the natural auditory method is a compromise of necessity based on the experience acquired through this evolutionary process. The question naturally arising is, Shall all pupils without consideration of their powers-of-sense perception have recourse to the same educa-

tional procedure? This question has been answered in the negative by society in establishing special schools for the deaf, blind, feeble-minded, the incorrigible, and of late in the establishment of special classes for the bright and the dull. How far toward the ideal individual instruction shall this process of specialization continue? Shall there be schools within a school which are prepared to utilize to the fullest the inherent capacities of the individual children?

Many children in the schools for the deaf are simply hard of hearing. Shall those having sufficient auditory sensitivity to receive instruction through the natural auditory channel undergo the same type of instruction as those who are totally deaf? Will such a type of instruction be most efficient for the individual child and most economical for the commonwealth?

The answer to these questions can only be reached through a study of the existing conditions. The State of Iowa makes it possible for a child to be admitted to a school for the deaf if his hearing is sufficiently defective that he can not, because of this handicap, be accommodated in the public schools. If these hard-of-hearing children receive the same type of instruction, will it be the most efficient to serve in the process of acquiring the fundamentals of human knowledge which come through classroom instruction and will the individual child by this method be most fittingly prepared to meet the problems of social life?

These are a few of the problems confronting the educational administrator, and it was with the idea of the solution of some of them that a survey of the residual hearing in the pupils of the State School for the Deaf was planned.

The classic work of Bezold in 1893 was the only model upon which a study could be based. This investigator's technique was of the highest order. Using accurately tuned forks, he painstakingly made qualitative measurements of the hearing of the pupils in his Bavarian school for the deaf. His results were startling both from the viewpoint of the educational administrator and the otologist. But considerable advancement in the technique of hearing measurements has been made since the time of Bezold. Quantitative tests are considered as vital as qualitative. We need to know not only what a person hears but how much he hears.

Through the courtesy of Supt. E. A. Gruver and with the consent of the board of education, the writer undertook this study. He knew well that the procedure of measuring the hearing in children offers many psychological problems. This is especially true in the younger children, yet it is in these younger children that such measurements should be of the greatest value, for at this age they should be an indication of the probable value of the sense of hearing in the acquisition and development of speech. Press of other duties and a lack of sufficient time prevented the completion of the tests for all the children in the school. This must therefore be called a preliminary report. It is planned that the study shall be completed in the near future.

The first test attempted was to determine whether any pupils had sufficient residual hearing to be able to perceive the spoken voice. Forty-seven of the older pupils, all but two of whom were over 16 years of age, were observers. The test words were spoken in a low unforced conversational tone and the extreme distance at which the child could repeat the test words after the examiner was noted. For the very deaf the loudness of the voice was increased in order to determine, if possible, any perception for spoken words. The tests showed that the residual hearing ranged from perception of the voice at 5 feet down to zero. Eight of the pupils of the group (16 per cent) were able to repeat the test words.

The test of auditory acuity upon which the most reliance has been placed in the routine examinations in the otological clinic at the University Hospital is conducted with the pitch range audiometer. To differentiate this instrument from others now available, it should be explained that with this instrument a continuous range of tones varying in pitch from 30 d. v. to 7,070 d. v., and in intensity from those below the threshold of sensitivity to those almost painfully loud to the normally hearing ear, is produced in a telephone receiver. The receiver is actuated by an alternating current from a small generator. The pitch of the tone is changed by accelerating the speed of the generator, and the intensities by means of a series of resistances construed in a geometric ratio which may be bridged across the telephone receiver at the will of the examiner. This differentiates the instrument from those producing a few tones in isolated portions of the tonal range.

Plate 1 shows an audiometer chart upon which has been printed a normal curve of hearing derived from the examination of a large number of adolescents and young adults. The figures in the horizontal column indicate the pitch of the tone in the receiver and those in the vertical column, their relative intensities. Loud tones are recorded at the bottom of the chart, and faint ones at the top, low tones at the left and high ones at the right.¹

As in the preliminary voice test, the observers selected were from the older group of children. One hundred and twenty-four children were tested in all. In the analysis of the results the charts have been divided into five groups on the basis of the hearing fields alone.

Plate 2 shows the records of those having the most complete fields of hearing. It will be noted that while Nos. 1 and 2 reach above intensity step 3 on the chart, Nos. 3 and 6 have "broader" fields. This means that while the

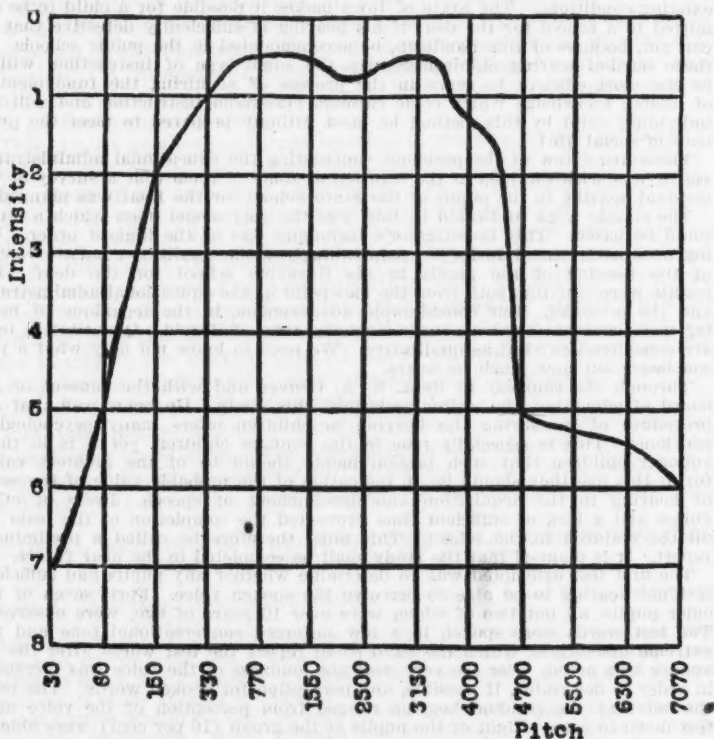


PLATE I

observers whose records are illustrated by charts No. 1 and No. 2 can hear fainter tones at the highest points of their respective curves, those whose records are shown in No. 3 and No. 6 can hear certain of the higher tones which are inaudible to the two former. No. 1 could hear the spoken words of the preliminary voice test at a distance of 5 feet in the left ear (the records for the left ear are in the dotted curves and for the right in dashes), while No. 15 could hear the test words in the right ear to a distance of but 3 inches.

The eight pupils in this group who had been tested for voice perception in the preliminary test could hear well enough and had the associations of the speech habit sufficiently well formed that they were able to repeat the test words after the examiner. It appears probable, judging by the comparative areas

¹ In the results which will be illustrated the charts have been cut down for the sake of space. Except in some of the larger fields, the normal curves do not show. The intensities, however, as well as the pitch, are constant for all the charts.

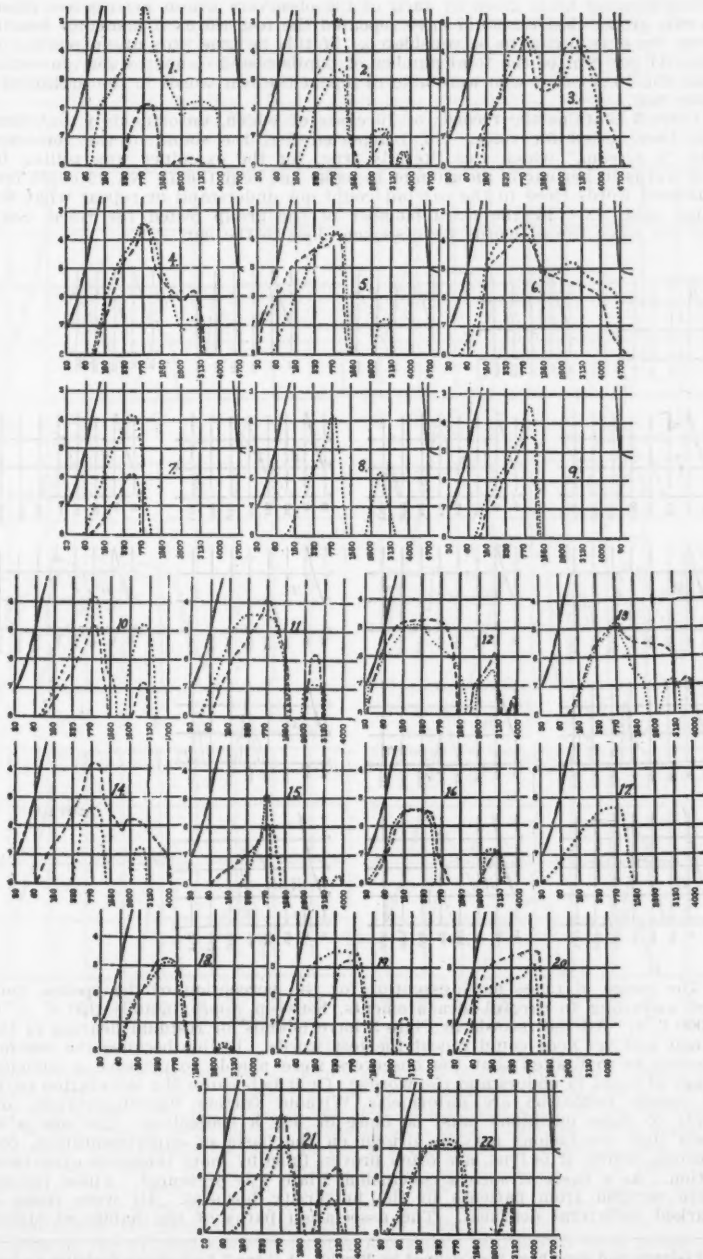


PLATE II

of the hearing fields given by each of the observers whose records are placed in this group, that all could have repeated the test words if acuity of hearing were the only factor to be considered. If this be true, this group which contains 17 per cent of the total number of pupils tested compares very favorably with the 16 per cent who were able to repeat the test words in the preliminary voice test.

Plate 3 contains the records of 19 cases of which, unfortunately, but three had been tested for voice. No. 1 reported that the sound of the voice was like "a scream," which was literally true, for the examiner was yelling the test words in her ear in an attempt to make her hear them. No. 15 could hear unforced words close to the ear but could not understand or repeat what was being said. No. 16, the third member of the group tested for voice, could not tell when forced words were spoken close to the ear.

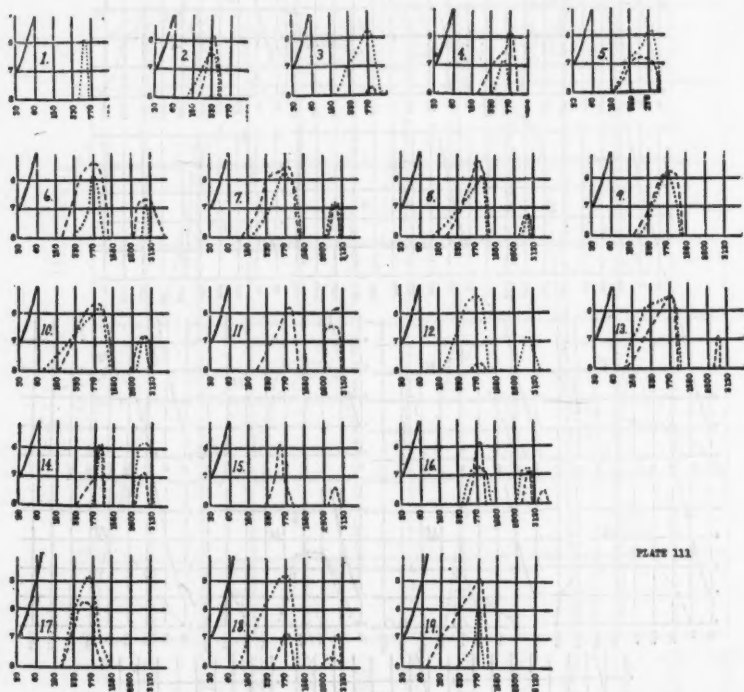


PLATE 111

The range of tones most essential for the perception of the spoken voice lies, according to careful measurements, between approximately 300 d. v. to 3,000 d. v. All the records in Plate 3 have islands² of residual hearing in this range, and yet none could repeat the test words. Is this because the residual hearing is so limited that the observers were unable to perceive a sufficient range of tones to understand the words? Or is it because the association paths of speech formation are unformed? Without further experimentation, our reply to these questions must be more or less a conjecture. But one often feels that conclusions may be drawn on the basis of experimentation, conclusions which, it is true, are often proven false by more intensive experimentation. As a basis of such a conclusion, Plate 4 is presented. These records were secured from patients in the university hospital. All were cases of marked unilateral deafness. The association paths of the habits of speech

² Islands and gaps have been defined by Bezold. A "gap" here shows inability to hear the loudest tones of the audiometer at certain frequencies. An island is a region of hearing lying between two gaps.

had developed normally because of the good hearing in the opposite ear. During the voice tests the hearing of the good ear was eliminated by the use of a Barany alarm apparatus so that no voice sounds could have been heard in this ear during the test. No. 1 was able to repeat the test words when they were spoken at a distance of 4 inches, No. 2 at 18 inches, No. 3 at 6 inches, No. 4 at 12 inches, and Nos. 5 and 6 could hear the words only when they were spoken in a forced tone and close to the ear. The hearing fields in all six cases appear comparable with those of the children shown in Plate 3. The

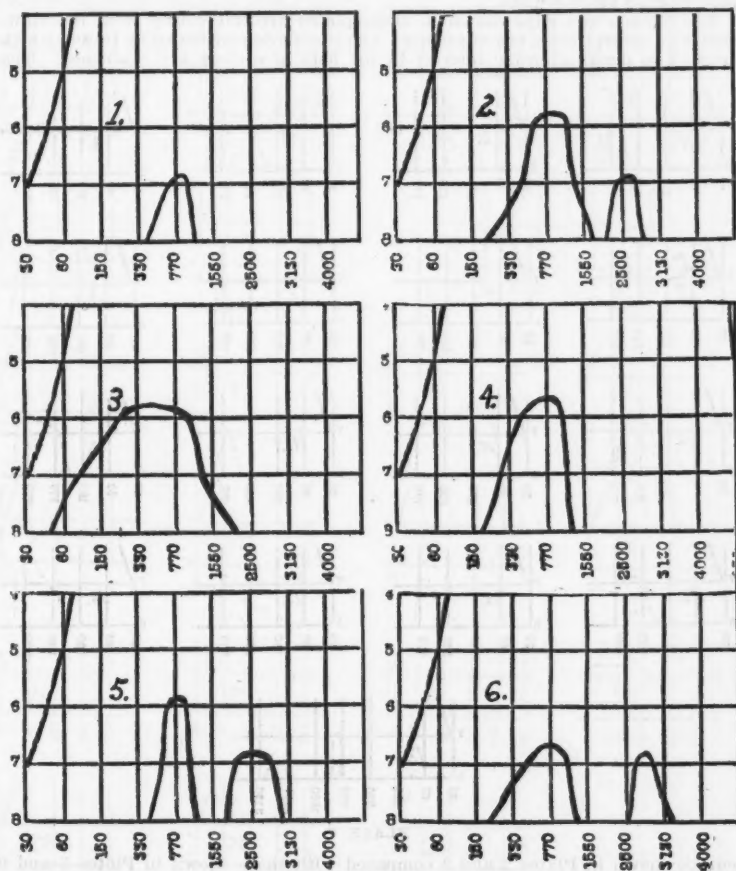


PLATE IV

same evidence is presented also from the records shown in Plate 2. No. 1 and No. 14 are both able to repeat the test words with the hearing in the better ear eliminated. No. 15, which is but little better than some of the records of Plate 3, is able to hear the test words in both ears. This conclusion must be qualified. The insufficient records for the voice test in group 3, only three having been tested, can not be considered enough to make such a conclusion positive. More than this, the voice test as conducted is impossible of standardization, for even with the greatest care the examiner can not prevent wide variations in the pitch and intensity of his voice.

Five of the 17 pupils whose records are shown in Plate 5 were tested for voice perception. Nos. 1 and 4 were able to perceive the voice sounds when the

words were spoken in a forced voice close to the ear, but they could not distinguish words. The others were unable to make even this distinction. It seems probable that none in this group has sufficient hearing that it can be utilized in the formation of speech habits.

Plate 6 contains the records of those having the smallest hearing fields. Eight of these were tested for voice, four could tell when the words were spoken, but none could distinguish words. Nos. 4, 5, 6, and 11 could not tell when the words were "yelled" close to the ear, while Nos. 7, 8, 9, and 10 could hear similar voice sounds.

The islands and gaps shown in these plates are interesting from the viewpoints of several branches of science. The islands demonstrated by Bezold which aroused so much scientific interest in the field of otology are confirmed. The

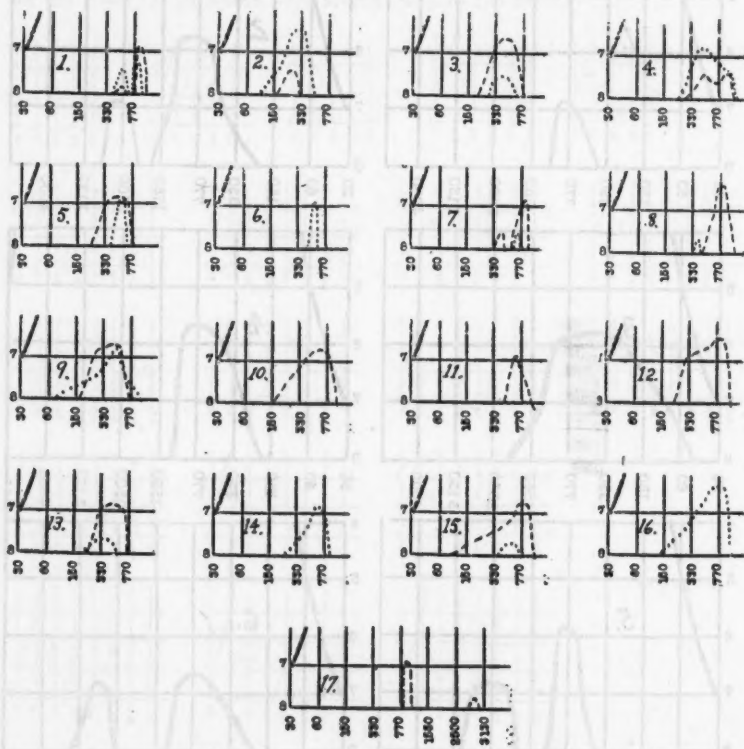


PLATE V

curves shown in Plates 2 and 3 compared with those shown in Plates 5 and 6 demonstrate the necessity of tests which shall be quantitative as well as qualitative, of intensity as well as of pitch.

The last group numbering 44, or 35 per cent of the entire group, were deaf to the loudest sounds of the audiometer. Twenty-one of these who were tested for voice gave no sign of response. This does not necessarily mean absolute deafness. It certainly does indicate that the hearing of the pupils in this group is far too meager to function in speech formation.

CONCLUSION

The audiometer demonstrated the presence of residual hearing of varying amounts in 65 per cent of the pupils tested. Only the older pupils were tested. The method and technique should be perfected so that some similar method can be used in the earliest school years.

ADDENDA

The problem of what shall be done for these hard-of-hearing pupils in relation to the development of speech is beyond the scope of this paper. It is, however, not well to close without a word of warning. We hear much in these days concerning auditory reeducation. Certainly no harm can result in the use of any existing residual hearing in the formation of speech habits. But what about improving and extending these fields by acoustic exercises? Recently Doctor Salinger reported³ the result of the "treatment" of deafness by

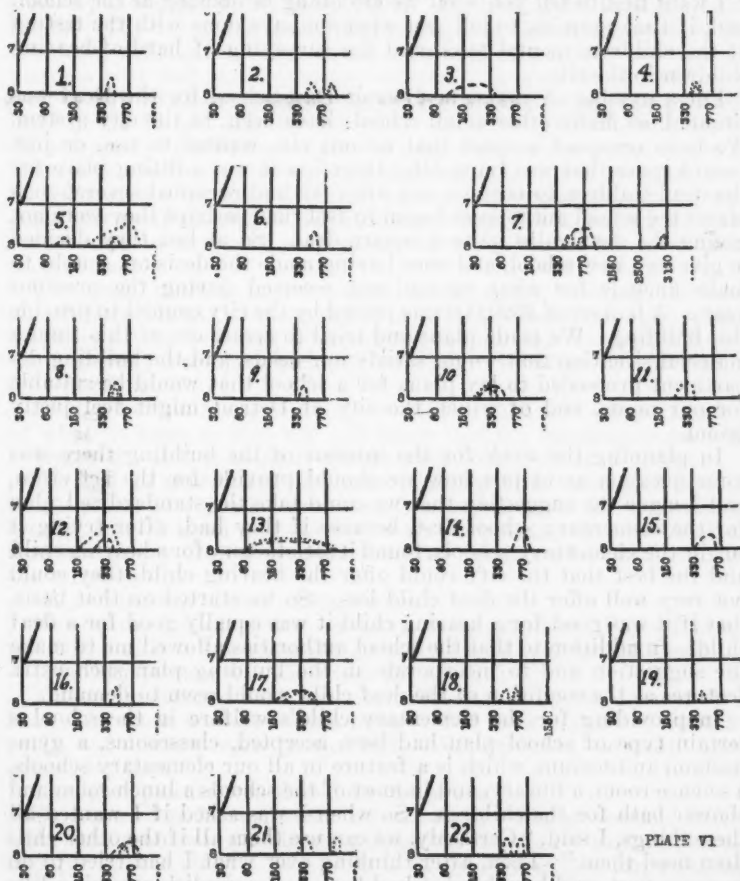


PLATE VI

"acoustic method." He reports that out of 16 on whom the method were tried, 8 were made worse, 2 had no change, 2 were made better and 4 were doubtful. Certainly such results can not offer much encouragement. The results of education, however, are not to be denied. The use of the inherent capacities of the child in the educational process is certainly to be commended.

Miss HENDERSON. We shall now hear from Miss Gertrude Van Adestine, principal of the Detroit school, Detroit, Mich. She will tell us what Detroit is doing for its deaf and hard-of-hearing pupils.

³"The Treatment of Deafness by the Acoustic Method," Samuel Salinger, Arch. of Otolaryng., April, 1925, p. 397.

ADDRESS OF MISS GERTRUDE VAN ADESTINE, OF DETROIT, MICH.

MISS VAN ADESTINE. Fellow workers with the deaf, it is a great privilege for me to come here this afternoon and accept the invitation which permits me to take your time to tell you what we are trying in a humble way to do in Detroit for the deaf and hard-of-hearing children in the city.

I want first to tell you what we are doing in housing at the school, and, if time permits, to tell you what we have done with the testing of the children, mental tests, and the surveying of hard-of-hearing children in the city.

For a number of years the Detroit Day School for the Deaf was situated, as many other small schools have been, in the city system. We have occupied a space that no one else wanted to use, or just vacant space that was lying idle; therefore it was a fitting place for the deaf children to occupy, and after we had occupied several such places the school authorities began to feel that perhaps they were not giving the deaf child quite a square deal. So at last they decided to give us a new school, and once having made the decision, sought to make amends for what we had not received during the previous years. A budget of \$320,000 was passed by the city council to provide this building. We made plans and tried to create out of this fund a material situation that would satisfy our needs, and the building department proceeded to lay plans for a school that would be suitable for our needs, and of which the city of Detroit might feel justly proud.

In planning the work for the interior of the building there was some question as to just how we should provide for the activities, and I made the suggestion that we could take the standardized plan for the elementary school first, because if they had, after trying it out in the elementary schools, found it satisfactory for a hearing child and the best that the city could offer the hearing child, they could not very well offer the deaf child less. So we started on that basis, that if it was good for a hearing child it was equally good for a deaf child. In addition to that the school authorities allowed me to make the suggestion and to incorporate in the building plan such extra features as the condition of the deaf child would seem to demand.

In providing for the elementary child's welfare in the school a certain type of school plan had been accepted, classrooms, a gymnasium, auditorium, which is a feature in all our elementary schools, a science room, a library, and in most of the schools a lunch room and shower bath for the children. So when I was asked if I wanted all these things, I said, "Certainly, we can use them all if the other children need them." Then, after thinking over what I had tried to do in years past, and how hard it had been to accomplish anything like satisfactory results under the conditions under which we worked, I decided that we would incorporate in our building plan an appropriation for measuring and training the hearing, which was decidedly a distinctive feature for the deaf, and have some place where we could do rhythm work without disturbing other classes; that in addition to this we should have a clinic in connection with the administrative unit, through which clinic all the children coming into the school must pass in order to determine what their condition

of hearing is or might be, and also what remedial measures might be suggested by way of improvement before we placed the child in a classroom or tried to plan out what type of work he needed in the classroom.

These three things, then, we had for the deaf: The clinic for general examination of the child's condition of hearing and the testing of his hearing; a room for acoustic training; and a room for vibration, or, as we call it, the music room. We have these three types of rooms. The room for acoustic training and the music room were decidedly different in schoolroom construction, and they answer our purpose very well in the present situation. It is an experiment very well worth while. Our other schools for the deaf that may be built later no doubt will improve on what we have. Other situations in schools for the deaf possibly do not need these two rooms, but we in Detroit felt we would incorporate that in the building program, and whether or not we gave rhythmic training or acoustic training was not a matter of choice; we had made provision for it and were therefore bound to carry on that phase of work, which we have been pleased to do.

The school plant as it now stands, including the building, the land on which it stands—I may say it is several blocks out—providing ample space for building a large playground, and the equipment of the building, cost approximately \$425,000. It is one of the public schools of the city.

Now, I have a few pictures here which will show you something of what we have, so that you will know that my building is not just a dream but that it actually exists, with four walls and rooms.

We had an enrollment last year of 217 pupils, with ages from 4 to 17 years, and grades from the kindergarten to the eighth, of totally deaf children and children who have some hearing. And of that last group I want to explain a little further after we have had the pictures.

(A picture was shown on the screen.)

This is the building that we have, a fireproof building of brick and tile, and it is known as the Detroit Day School for the Deaf.

(Another picture was shown on the screen.)

This is the library. We never have had an equipped library. We have this room now and some books. We have a fund of \$900 to equip our library with in the fall. We feel that we shall have something then.

(Another picture was shown on the screen.)

This is a room known as the science room. The projection at the left of the picture is a little greenhouse for plants, for raising plants, and for science study. The room is 22 by 30 feet, too large for an ordinary class for the deaf, and yet for this purpose it is not too large.

(Another picture was shown on the screen.)

This is our auditorium. It has a slightly slanting floor, a stage, and a moving-picture booth at the rear. The auditorium seats 270.

(Another picture was shown on the screen.)

This is our music room. And just a word about this room. I am afraid some impression rather in a way extravagant has gone the rounds of our friends as to the claims we make for the music room.

I might say this in defense of the room—and perhaps not in defense so much as in explanation. Our building is a fireproof, concrete building, and when we planned the room to make the most of the rythm work we decided that the floor would have to be set up from the concrete, so that the floor of hardwood is set on pins and stringers across, about 5 or 6 inches from the cement. Between the metal lath and the tile wall is half-inch felt all around the room. Now, the room is sensitive to the vibrations of the piano, and we have here, without boasting, but just by way of congratulating ourselves, we have three graphonolas in the school.

(Another picture was shown on the screen.)

This is a typical classroom, 15 by 22 feet, well lighted by daylight and artificially, and the volume of artificial light in it is that which they place in rooms for children not having defective eyesight but to prevent eye strain. The wall that you are facing is the class wall. One half of the 22 feet has a slate blackboard; the other half has cork board or bulletin board. In the center is a stationary mirror, well lighted, for speech teaching. For a number of years I had fallen over and tripped over and looked in vain for the right kind of mirrors. I wished to use a mirror, so this time I thought we would have them on the wall, where they would always be accessible.

(Another picture was shown on the screen.)

This is the doctor's clinic, where we examine ears, where we test the hearing. I shall come again to the testing of the hearing a little later. The board of health provides us with the services of an aurist who comes one day a week, and in the latter part of the year he came twice a week. When the number of cases referred in from the other schools was rather large he came more often. The board also provides us with the full-time service of a nurse who attends to the cases in the school and also works with the patients at home.

(Another picture was shown on the screen.)

This is our gymnasium, well lighted, and containing a large floor space. Off the gymnasium we have shower baths for the girls upstairs and for the boys downstairs.

Just a word about the gymnasium and the baths. That was arranged in such a way that the young people who have gone out from our schools could have some advantage of social recreation and make the school for the deaf a social center for gymnasium work, could use the auditorium for entertainment, and have the advantage of the baths.

(Another picture was shown on the screen.)

This is our kindergarten, a large room. It has a real fireplace and a real music box. In connection with that is a room separated by a long closet, and the next classroom takes the children that are the next step out of the kindergarten and not first-grade children. We call them "preparatory first-grade," the transition room, the next room in connection with the kindergarten, which takes the children who are too large or who have more quickly completed kindergarten activities. So this is the kindergarten room, the classroom next, wash room, and little playroom and rest room in connection with it.

(Another picture was shown on the screen.)

This is not a very good picture, but it shows the arrangement of the shower baths for the girls. We have that for the girls and also one for the boys.

This group of pictures, together with what I have told you, gives you some idea of what the general arrangement of the work for the deaf is in Detroit, and now we come to an analysis of the types of children who are in the school.

Some years ago—and for years past—we were required by the State department to signify on our State report the degree of deafness of the different children, and it was always a matter of indecision in our mind as to how we could designate the types of deafness, or, rather, the degrees of deafness, in such a way that it would stand from year to year and also be understood in the same way by the different teachers handling the children. So nine years ago we put our heads together and sent out questionnaires to people in the schools, and also to leading otologists in the country, to determine, if we could, what their understanding of certain large groups of degrees of deafness might mean, in terms either of the otologist or of the teachers, or both; whether or not we could translate the doctor's expression into such terms that we could make use of it in an educational way.

One of the questions asked was what was total deafness, what they understood by total deafness; by being semi-deaf; very hard of hearing—I am just running through these now to show you what confusion we had in mind, and also what confusion other people evidently had in mind in their replies to this question. The otologists had various understandings as to "totally deaf," "very hard of hearing," and so forth, so we went over the number of pupils in our school and carefully classified the degrees of deafness as we found it among them, and this is the result of our work. Now, this was made out some years ago, before so much had been done in the way of scientific measurement with instruments as we have them at the present time, but I think our classification still holds good—at least, it is scientific enough to have common sense in it, and it is educational enough to permit of a passing from one group to the next.

"Totally deaf" we understood to mean, as does the otologist and as is generally conceded, all absence of sound interpretation, regardless of the test that might be applied. The number in this group is now gradually becoming smaller, as the high-powered hearing devices now perfected are producing some functional reaction of latent hearing.

Under topic 2, "Conscious of sound but can not imitate," the pupils so classified were conscious of some disturbance to the mechanism of hearing but the impression was not clear enough to be definite, and while the pupil realized that he heard something he could not give back definitely what he had heard. This test may be the test of noise or want of musical tones. There was not much encouragement in this group.

Under "Imitative sound perception" the children heard vowel sounds with some change of pitch. They would also hear loud street noises. In this degree of hearing the child had some measure of safety on the street.

Under "Formative speech" might be classified all those pupils who have some hearing but not sufficient to acquire language inde-

pendently. Through the stimulation of the auditory nerve the hearing may be trained to recognize words, phrases, and short sentences when spoken directly into the ear or through the hearing instrument. They are often able to recognize pitch intonation and something of the rhythm of continued speech.

Group 5, the hard-of-hearing group, comprises those pupils who, because of their defect, are unable to meet the requirements of the normal group, speaking now of the child who comes to us from a hearing school. They have speech and language of the hearing, but they are generally repeaters and failures in their work in the hearing school before they are transferred to our school.

The number of cases that would fall under group 6 is very small. Usually such a pupil is sent to us for observation and recommendation. We eventually find that the defect is one of speech and not of hearing.

We shall now see the relative proportion of these five groups based on an analysis of 200 pupils. These different types fall into two groups—"totally deaf" and "hard of hearing." At best they hear only what they have been trained to hear. The pupils of group 5, however—that is, the hard-of-hearing child—are the pupils who come to us from the hearing schools, and I have no doubt that our experience in this situation is the same as that of other schools for the deaf. You have pupils sent to you from the hearing schools. The question is, How deaf are they? How much have they been retarded because of this lack of hearing? And the next very important question is, What are you going to do with them and how are you going to train them?

It is not difficult to recognize the totally deaf child, and he is at once placed in the school for the deaf. It is not so easy to identify the hearing child, since the disability of the deafness, though physical, is not visible. Technically speaking, any degree of impairment of the hearing is a "hard-of-hearing" condition, but from the viewpoint of general education a pupil is considered hard of hearing when he fails to respond to the activities of the normal group. Frequently, his shortcomings are attributed to inattention to study, and only careful observation will discover the extent of his handicap.

The number of children was about one-fourth, or 49, in this group of hard-of-hearing children that were sent to us from the public schools. The other three-fourths were of the first four types I have explained to you, and we classified them as "totally deaf"; that is, speaking from the viewpoint of one outside the school, they would be considered totally deaf.

(Another chart was shown on the screen.)

This is rather indefinite and will need some explanation. The white oblong with the figures 20 and 3 at the right side indicates the number of totally deaf children in the school. Beginning the third grade, we have 33 totally deaf and 10 hard-of-hearing children. Fourth grade, 7 hard of hearing and 12 totally deaf. And so on. The eighth grade was even, 3 totally deaf and 3 with some hearing.

Now, the question that has been bothering us for some time is, Why do we receive pupils in the third grade? Why was that the place where these hard-of-hearing pupils came from? I had an idea but did not have statistics enough to bear me out, and our last

survey proved the point that the children who reach us, who are classified as third-grade children before they reach us, are those who have been left for some time possibly in the first grade and have drifted along until they are in the third grade and are failures there. When we find these children we have to reclassify them and place them back perhaps in the first grade; they have lost so much and their minds are just indefinite, and they lack the responsibility and desire to do any real work.

Now, the children in the fifth and seventh grades present a different type. They are children who have been deaf but a short time, or else have keen and constructive type of minds which naturally require lip reading to help them over, and are already fairly good lip readers, but still the mass of instruction has been just beyond their reach, and they have finally become failures and it seems best to send them to the school for the deaf.

I want to cite this case to show you how children feel about being considered failures. A principal of one of the schools for the hearing called me on the phone to say that they had a boy about 14 years of age who was very deaf and who wanted to come to the school for the deaf. But it was such an unusual situation that he was ready and anxious to come, that I inquired as to the facts relative to the case. The boy had been in this particular school since the first grade. He was considered a boy above the average in intelligence, and for the first few years that he was in the school he was a very good worker. He had drifted along and gotten by passably until the sixth grade. I said to the principal, "Why do you wish to send him now?" "Well," she said, "he wants to come." "Why does he want to come?" I said. "Usually people have a reason for wanting to come." "Well," she said, "he knows now that he is a failure."

I think it is almost criminal, if not criminal, to keep a child in a situation where he faces defeat, and conscious defeat, to still keep him in that situation until the boy of his own volition wants to go out somewhere, where perhaps he can have a chance to start over again. I don't think the experience in my school is unusual. I think many schools for the deaf have the same type of experience.

Now, the question is asked, "How deaf must a child be before he should be a candidate for a school for the deaf?" I am frequently asked that, and probably you are, too. Measurement of the hearing of these 49 pupils on this next chart shows the distance at which each hears the conversational voice. The range of hearing varied from 3 inches up to 10 feet, and those, the five who heard between 10 and 15 feet, were pupils who had been with us for some time and whose minds had been trained to concentrate, who had an auricular stimulation, and whose hearing had actually improved over the condition of hearing when they came to us.

What are the qualities of deafness among pupils? Fifteen per cent of our pupils have relatives with defective hearing; that is, brothers, sisters, or parents. A large number of cases of deafness are from causes unknown, but by far the larger number follow so-called preventable diseases, such as scarlet fever, measles, spinal meningitis, infantile paralysis, whooping cough, diphtheria, mumps, influenza, and the familiar tonsillitis and adenoid condition. Every epidemic of contagious disease in the city leaves a contribution which increases

the number of deafened pupils in our schools. Every epidemic of scarlet fever, influenza, and spinal meningitis which we have in the cities leaves its trace, and one or two or three years after we have new pupils in the schools for the deaf whose deafness may be traced to this condition.

What are the relief measures which should be undertaken to overcome this handicap? According to some of the leading otologists, lip reading is the most practical method. Several years ago Dr. Clarence Blake, of Boston, set it forth as his belief that lip reading should be part of the curriculum of every public school, not only as a means of insuring instruction to the hard of hearing but for the teaching of the gymnastics necessary in articulating audible speech. Lip reading is necessarily based on speech, and speech is a physical activity, and as such has definite movements which appeal to the eye.

The oral picture which reaches the ear of a hard-of-hearing individual may be compared to a silhouette. It has background and outline but no distinctive features giving detail of imagery. Through training and lip reading the eye is able to form out of constantly changing movements of speech definite pictures which become words and sentences, and the oft-repeated statement of the children, "I can hear your voice, but I don't know what you say," gives way to the joyous expression, "I can hear better now."

Lip reading is a relief for poor hearing, and the lip-reading ability will develop until in time it becomes a subconscious mental activity.

In conclusion, I would recommend that attention be given to the child that seems below par in hearing. He should have medical examination to determine the physical condition of the ear, and medical relief if possible. He should have tests to determine the mentality and the degree of retardation, if any, that is due to his lack of hearing. He should have lip reading to train the eye and to assist the ear by seeing speech as well as hearing what is said. When should he have these? As soon as possible when it is discovered that he is handicapped. No pupil should be allowed to remain in a situation where because of his defective hearing he faces defeat. The burden of deafness is sufficiently heavy of itself without adding to it the unnecessary weight of conscious failure.

I have been carrying on a survey to find the hard-of-hearing children in the public schools, and if I may have just a few minutes more to go through this I won't take any more of your time.

Every fall the board of health makes a survey of the children in the public schools, looking for defective vision, hearing, heart trouble, skin trouble, and so forth. Out of this list of children those marked as having defective hearing are sent to the board of health and turned over to the school for the deaf. I send a teacher out to these children in their own school surroundings. The cases that she tests are then sent to the school clinic; that is, the clinic of the school for the deaf, where the aurist examines the ear, and where he tests the hearing by voice and tuning forks and other means, the audiometer, for instance, and they test them again so that the child has tests of different voices. The following is the report of what we have found this year.

Four hundred and three cases in 99 schools were reported by the board of health. This is from a little over one-half of the schools.

The ratio of the number of cases of defective hearing in the schools reported to the total enrollment of the schools, that is, of the 99 schools, was about 4 to 1,000 of the children. The distribution of these children with defective hearing was from the first to the seventh grade. Of the 403 cases reported by the board of health as having defective hearing, 73 cases were recommended for further examination by the aurist of the school for the deaf. The remaining 330 cases were to stay in their own groups in the hearing grades with lip reading recommended. They were not children who should be in a school for the deaf. They should stay in their own grade and have lip reading, and therefore keep themselves in their own educational group.

Of the 31 cases examined and recommended for the school for the deaf by the ear specialist, 16 entered the school. Fifteen have various reasons for not coming, such as that the parents refuse to send the child, distance too far, some will come in the fall, parents will take the child to hospital for treatment. I might say here that some of the parents do not give the children the necessary attention until the situation with which they are confronted has become urgent, and they must take what seems to them a very sorrowful course of procedure; that is, they are forced to take the child to some competent authority to have the ears examined, which they have neglected to do.

Now, the cost of all this. One teacher spent 94 half days, or 36 per cent of her time in looking up these cases, reported at a cost to the city of \$792. I sent a trained teacher of the deaf out to look these children up and verify the reports of the board of health. The work so far accomplished has been done thoroughly but the survey is not yet finished. It is to be hoped that some means may be devised by which tests for defective hearing may be given to pupils in the regular grades with less time and less expense. In other words, we want to find these children with defective hearing at less cost, if they can be found, but when we consider what the saving of hearing may mean to even one child the amount spent in looking up 300 cases is not excessive.

And what is the result of this survey so far? We have a more extended knowledge of the handicap of defective hearing. This knowledge is acquired by those who have the responsibility of caring for the children—the parents of the child, the teachers in the public schools, the board of health, and the social agencies who have to do with child care.

Second. More medical relief is given the children by the parents, and children with defective ears, defective hearing, and defective speech receive specific treatment, which is being carried out with very satisfactory results.

Third. A more careful observation of the child's progress in his school by the classroom teachers, so that he may be placed in the group where he belongs.

Fourth. A wider acquaintance with lip reading as a relief measure for those with defective hearing, not as a cure-all for all cases of inattention to class work—and I want to emphasize that simply because a child is inattentive in the classroom that does not mean he is necessarily deaf. Out of the experience of a number of cases

that we have tested we have found that for some reason the child was not attentive, and the teacher at once said he was deaf. Lip reading is not a cure for inattentive classwork. But if the child is hard of hearing it does offer relief. Lip reading is an educational measure which develops the concentration and application of the child to a high degree.

Miss HENDERSON. We will now be pleased to hear from Dr. E. L. LaCrosse, of the Wright Oral School, one of the greatest sponsors of auricular training in the country.

AURICULAR TRAINING IN THE WRIGHT ORAL SCHOOL

By Dr. EDWIN L. LACROSSE, New York City

It is getting to be such a regular performance with me on this circuit with this same old story that it is hard to find anything new to say.

Some may have thought perhaps that Doctor Bunch and I were going to have a debate, but there isn't anything to debate about. Doctor Bunch is doing wonderful work in our special field of testing hearing, and I think when he has had more opportunity to observe its application in the classroom he will see our problem, and I am sure that he is going to bring to us a great deal of help. During the past year I have had a great deal of correspondence with Doctor Bunch, and he answers letters with more promptness than any other man I ever knew. I write to him from New York on Saturday and I have an answer back on Monday. [Laughter.]

But speaking of the audiometer, it is a long cry, a long time from the year 1884. I found a pamphlet among Mr. Wright's books containing an account of a meeting in New York in that year in which Doctor Gillette, Doctor Gillespie, and others asked Doctor Gallaudet, "How are we going to test the hearing of our children? How are we going to know what children should have the advantages of this special training?" But at the meeting of the articulation teachers held at the Institution for Improved Instruction in 1884 I find that Mr. Booth is the only man present at this convention who was present at that time. Doctor Gillette and Doctor Gillespie of the Nebraska school, introduced this subject of auricular training.

It was my privilege two years ago to address this convention, assembled at Belleville, Ontario, on the general subject of residual hearing, stressing particularly a method that we had been using for testing this hearing. It was our fond hope that as this method and instrument became more generally used there would be given to our profession a universal or standard terminology that could be easily used in classifying our pupils and be helpful in deciding upon what exercises should be assigned for any particular pupil in order to train and develop this hearing. This hope has been realized in a measure and the prospects are that it is going to become generally used. The National Research Council in its present survey of schools for the deaf has tested the hearing of all pupils above a certain age, using the 3A audiometer. We firmly believe that the adoption of a uniform measure will also help us as teachers of the deaf in that we shall be able more intelligently to pass on to others exercises and methods that we have found helpful in our several experiences.

As long ago as 1884, when the subject of training this residuum of hearing was first discussed in this country at a meeting of educators, I find the frequent query by such men as Gillespie and Gallaudet as to how this hearing could best be measured and how to decide upon what pupils can benefit from auricular exercises.

When considering the general subject of partial deafness or residual hearing there is apparently some misunderstanding between various writers, due, I believe, to different points of view. To the trained physicists, such as Doctors Bunch, Fletcher, Wegel, and Knudsen, our discussions may seem to show a profound ignorance of the dynamics of the transmission of sound; to the scientifically inclined otologists, such as Doctors Goldstein, Fowler, and Jones, we may appear to disregard to a great degree pathological processes and the extremely fine classification they are able to make of nerve deafness. But as

teachers of the deaf we are not forgetful of our great debt to these two above-mentioned classes of earnest scientific men, and personally I feel that the work of these men during the past five years constitutes some of the most valuable contributions that have been made to the teaching of the deaf during the past half century.

The work of training residual hearing at the Wright Oral School is based upon several well-known facts of audition which are familiar to all of this audience. They are as follows:

1. The intensity of the sound reaching the ear varies inversely as the square of the distance between the ear and the source.

2. Pupils who possess a certain residuum of hearing within the speech range can be taught to perceive the sound of the human voice and to interpret that sound into percepts, concepts, and actions.

3. Auricular exercises do not, as a rule, increase the actual amount of hearing; the sensory phenomena of hearing remain about the same.

The aim of auricular training at this school is threefold—the teaching of a vocabulary through the ear, the improvement of the speech, and to effect an increased activity in the psychic acoustic centers.

In speaking of our work I shall not attempt to give more than a general outline.

During the year 1924-25 we had 61 pupils in attendance, of both sexes, ages from $3\frac{1}{2}$ to 22. Of this number, 47 were mature enough so that we felt that audiometer tests would be worth while. Of these 47 we found 9 had less than 15 per cent of hearing, 15 had varying amounts from 15 to 40 per cent, and 23 had varying amounts from 40 to 85 per cent. The remaining 14 pupils were so young, mostly under 8 years of age, that we felt that any audiometer tests would not be conclusive. These 14 very young children were all given daily exercises in auricular training, which were continued throughout the year, regardless of the results achieved. We should explain that the reason for this is that we have found that in many young children possessing a considerable amount of objective hearing the "central" hearing or mental perception is not developed, and we find it dangerous to rely upon any test of hearing to the extent of deciding whether or not they should have these auricular exercises.

Taking up the work for the 47 pupils tested with the audiometer, we shall outline the course followed with them. From our daily experience we have worked out norms for distances and degrees of complication of language for ears of varying percentages, and because of this we know toward what we should work. Right here it may be well to note that mental alertness, attention, general intelligence, and knowledge of language, gained both by the eye and through the ear, enter into the result. This is, I believe, a great field for study and research, and is the principal reason that we see such differences in results in the case of pupils displaying the same amount of sensory phenomena, even though they have had the same amount of training. May I recall to your mind, however, that these same factors operate in the case of the pupil with normal hearing, and we have children pursuing the same courses in our public schools with varying averages.

We can, therefore, for purposes of explanation, divide our pupils, outside of the very small ones, into three classes: Class 1, having between 40 and 85 per cent of hearing; class 2, having between 15 and 40 per cent of hearing; class 3, having less than 15 per cent of hearing. In the case of the pupils in class 1 we shall find that the majority of them have a considerable natural vocabulary, and our work here will be to increase the distance at which they can understand conversation in a normal conversational tone and to add to this vocabulary the more involved language forms. We will find that our task here is to change the "lazy listener" into an "eager listener." This is done by individual exercises for 10 minutes once or twice during the school day. In all our work with all these three classes the teacher never allows the pupil to repeat what is said to him. This practice, common to some teachers, will produce a condition which we call "echolalia." If we will stop to think for a moment we will realize that in our intercourse with others there are but very few occasions when we repeat the words which are spoken to us. A few exceptions are the greetings for the morning or afternoon, such as "good morning" or "good-by." In practically all other cases we respond to a question without repeating what has been said to us.

Yet the pupils gives such answers to the questions that the teacher knows beyond a doubt that he has understood. For instance, in answering the

question "Where do you live?" the pupil might properly respond "Chicago," but the single word "No" would not be acceptable in answering the query, "Are you going home soon?" Conversational language and stories form the basis of the work with this class of pupils. In several cases the greater part of the recitations in English, history, etc., can be conducted through the hearing. Continuous drill is given in contrasting sounds and differentiating combinations that, because of the nature of the consonants, are difficult to distinguish, such as state, steak, take, cake, etc. In most cases this drill can best be given in sentences. Sometimes we find it possible, in addition to the individual work, to have two or three pupils come together in a group for instruction. At such times we place the one with the least hearing closest to the teacher and the others at varying distances and positions, according to the ear which has the better hearing. At these times the teacher, standing back of the pupil, gives such general exercises that the answer may be given by any one of the group. The object of this exercise is to make the pupil alert to all sounds that come to him. For instance, the teacher may ask "Did you receive a letter this morning?", which question might be answered by any one of the two, three, or four pupils in the group. At the end of the question she will call on one pupil by name, but each pupil has had to pay strict attention to the question in order to be able to answer if he were called upon.

The work with pupils of this class usually proves very satisfactory and it is not an uncommon experience to have pupils with from 50 to 75 per cent of hearing, after one or two years of residence, leave school and pursue courses in the regular school for the hearing, being able to get a great deal of the instruction through the ear.

Coming now to the second class of our grouping, those having between 15 and 40 per cent of hearing, we would state that the exercises for each individual is designed according to his needs and amount of hearing. When the particular course has been decided upon, the work is outlined for the first lessons by the principal and a blank book given to the teacher in which this work is recorded. In this book the teacher records the daily results of her work with this particular pupil. This book is handed in to the principal each Friday. New exercises are then given for the following week. Let us trace through a typical case of a pupil in this class who has 30 per cent of hearing and comes to us when she is 12 years old. Such a pupil will require some sound stimulation, which is done with whistle, bell, cricket, handclap, and the voice. The length of time for this exercise depends upon the amount of hearing and the results shown. The method of doing this is to blow the whistle close to the ear, making sure that the puff of breath is not felt, then show the pupil the instrument that made the sound. Proceed this same way with the bell. Now making a little game of it, hold your hand over pupil's eyes, and blow the whistle or sound the bell. Indicate to the pupil that you want him to point to the one that made the sound. Repeat the same process with cricket, handclap, and voice. This exercise, as you see, is not only sound stimulation but the beginning of interpretation. Usually in such a case there is little or no hearing vocabulary and the teacher will have to start building it.

The next exercises employed consist of vowel discrimination, using the good carrying and easily distinguishable vowels, *ā*, *e*, *o*. I shall demonstrate these steps as I outline them, but I am sure that this procedure must be familiar to most of you, as I have done it at the past three conventions. We use *ā* because we know that of all the vowels it has the greatest intensity or, in other words, is the best carrying element that strikes the tympan of the ear. The ratio of intensity between *ā* and the initial consonant *r* is about 10 to 1, or, in other words, *ā* is ten times better than *r* in its carrying quality. If the pupil is old enough and has had sufficient oral training, we write the three characters *ā*, *e*, *o* on the slate, pointing to each one as it is sounded. When the pupil is able to distinguish these three sounds with 75 or 80 per cent of accuracy, they are used in words as "car," "key," "comb." I will demonstrate this step also. The pupil now has a hearing vocabulary of three words.

For further vowel drill we use all the vowels on the Wright oral charts, combining each with a single initial or final consonant wherever possible. These vowels are used in such words as "boy," "hay," "cow," "shoe," "paw," "fur," etc. We use either the objects or the pictures on a chart to which

the pupil points. Again you will notice that this is not only vowel drill but also interpretation. Where consonant drill is necessary we use the same vowel combined with different consonants. For instance, we might assign such an exercise as "bee," "tea," "eel," "knee," "pea," "key," "sea," using only one consonant in each word. For more advanced work we might assign such an exercise as "sheep," "feet," "peach," "seed," "thief," "team," "seal," "week," "beet," etc., using the same vowel but adding to the degree of difficulty of consonants. Similar exercises using any of the 16 vowels might be assigned and later exercises using words containing several different vowels and several different consonants. Throughout these drills we try to select nouns for which we can secure either the objects or pictures or simple commands of one word which can be acted out. Our next step would be simple commands contrasting sentences with a different number of syllables such as "Stand up," "Open the door," "Walk to the window." The complicated quality of these commands increases until a pupil can distinguish between "Open your mouth," "Open the window," "Open the door," "Open the book."

From this point we build up a vocabulary in a way somewhat similar to the one you would employ were you teaching through the eye, training the pupil to answer the questions "what?," "how many?," "where?," "what color?," "when?," "what did ——— do?" Of course a knowledge of acoustics is very helpful to the one responsible for the outlining of this course, as we must be careful to avoid close grouping of vowels and consonants that are difficult to distinguish. We have had several cases with 35 per cent hearing that have come to us this year with no hearing vocabulary at all, and at the end of the year we have been able to carry on quite a conversation in a loud tone of voice 3 or 4 inches from the ear.

Referring now to the third class, those with less than 15 per cent of hearing, I will state that it is my opinion that in a large State school we could hardly expect any attention to be given to this training. The results probably would not pay for the time and money expended. At our school we are working on a different basis and do work with as little as 5 per cent hearing. During this past year we have been experimenting with a powerful amplifying set with the idea of being able to use such small remnants as 5 or 10 per cent. This instrument was designed by the Western Electric Co., and unless it could be produced so as to sell for considerably less than the cost of the one we have we feel that it would not have very wide adoption. We are not yet ready to give out our conclusions, but are hopeful that we may have something to say about it in the near future.

Thus far all we have said applies to the first object, namely, to teach a hearing vocabulary. We have found that in designing courses with this in mind, only incidentally with pupils of the second class is our second aim affected; that is, to improve the speech. With pupils of the first class the work of adding to the hearing vocabulary at the same time operates to bring about an improvement in the speech. Generally we find that where we want to use auricular exercises to effect an improvement in the speech, in the cases of pupils having between 15 and 40 per cent of hearing, we have to use different exercises. In the first place it is necessary to get as close to the ear as possible and often to use as loud a tone as possible that does not produce distortion with the idea of registering on the auditory center of the brain the very clearest sound impression. With this sound impression before him the pupil tries to reproduce it. Depending upon the amount of hearing present in the individual case, we are able to correct imperfect vowels, indistinct consonants, and secure better modulation by changing pitch, accent, and phrasing. Sometimes in doing this work we have the pupil use a speaking tube, as in this way he can reproduce the sound image so that he may hear it himself without changing the pitch and increasing the volume.

The work given with the idea of carrying out the first two aims of itself operates to make the pupil feel that he is approaching the contacts that a person with normal hearing enjoys. In many cases where we are able to get results through auricular training we find increased confidence and renewed determination inspired in the pupil to compete with his hearing brother in all phases of life.

In speaking before the Mount Airy convention in 1920, Doctor Goldstein said that he had come to the conclusion that the causes for the lack of the

more universal use of the auricular method were lack of information and lack of a practical and detailed system. I have considered both these, and I should like to add, as my own conclusion, that the greatest deterrent factor to a more universal adoption of the auricular method is lack of time. In this school where we are assembled there are approximately 300 pupils. We would probably find nearly 100 of these would fall within our classes 1 and 2. If these 100 pupils were given only 10 minutes' individual instruction a day it would mean more than 17 working hours, or an amount equivalent to the time of four teachers. It will be only when the responsible heads of our schools realize and feel that the time and energy expended in this work will amply repay in results that we shall see all the children in our schools for the deaf receiving the attention along these lines which we think they deserve. Therefore, to those among you who are not yet convinced that worth-while results are obtained, we say, "Come and see."

Miss HENDERSON. If there are any questions that you would like to ask, Doctor La Crosse is willing to answer them.

I have asked Mr. John D. Wright to say a few words on this subject which is so near to his heart.

ADDRESS OF JOHN D. WRIGHT, OF THE WRIGHT ORAL SCHOOL

Ladies and gentlemen, for anyone who has given his life to the education of the deaf this must be a very happy day. When I look around me here in this school and see the environment which has been created for these deaf pupils I think how blessed it is that this great country has taken up this work. I have had the experience of seeing a great many schools for the deaf in different parts of the world, and for anyone who loves the deaf child it has been rather a pitiful experience sometimes, but now that I am back in my own country and I see what you are doing for the deaf over here my heart rejoices. When I see the beautiful conditions that have been created here and that I find in other places I realize that America is really the advance guard of the world.

I have a peculiar pleasure and pride in this afternoon's discussion, because for more than 30 years I have preached this doctrine of utilization of the imperfect hearing possessed by so many of our pupils; I have done more than preach it, I have practiced it. We don't always practice what we preach, but I have tried to, and wherever I have been in any part of the world I have preached the same doctrine and I have had the pleasure of seeing little sprouts come up from the seeds that I have planted, and I hope that some time those will become trees that will shelter a large number of the people that we are so interested in.

Doctor La Crosse passed very glibly over one of the essential points of the thing that I want you to carry away with you, and Mr. Stevenson had to ask him to stop to give him a chance to interpret it. That was that algebraic formula which he sprung on you. It doesn't mean much in algebra, but in plain, every-day common sense it means this: That if you say a word 1 inch from the child's ear in the same tone that you say it 1 yard from the ear, you make 1,296 times as much impress upon him as you did at a yard. In other words, he can be nearly 1,300 times as deaf and yet hear it, when he couldn't hear it a yard off. That is the crux of the whole matter. That is why every year every one of us, I as well as you, have pupils brought to us with no speech, no language,

no comprehension of spoken language, who have hearing perception enough to have acquired a speaking vocabulary if, from infancy, they had had addressed to them the language that is addressed to the hearing child at a distance of 8 or 10 feet, and had had it addressed to them at a distance of an inch instead of the ordinary distance from which it is spoken.

The little deaf child playing on the floor 6, 8, 10, or 15 feet away from its mother does not hear what that mother says, as the other child does, but if the mother would use exactly the same language, exactly the same conditions that she uses day by day with her other child, if she would use the same language with this little deaf child at very short distances, she would produce the same effect, and instead of the child's coming out of the home at 6, 7, or 8 years of age with no mental development, no language, no speech, that child would come out as a hard-of-hearing child. And that is what we have to do when we start with them in our schools. We have to do the work which should have been done years before. We have to teach them to interpret the sounds which they can hear at short range, which they have never had an opportunity to hear, and which they lack only the opportunity in order to learn to interpret.

So that algebraic formula boiled down means: Get close up to the child until you can gradually extend the distance by experience and by education.

There is another point that Doctor La Crosse touched on but did not make quite as plain as I should like to make it to you, and that is that the whole object of our auricular training is to get into communication along normal lines with the child. I say "the whole object." We have other objects but they are secondary, purely secondary. Our primary object is to get into communication with the child. The improvement in his speech is a by-product, the improvement in his mentality is a by-product, but primarily it is to get into communication with the child as you and I communicate with each other. And that is the reason we don't use vowels and separate sounds and detached sounds in our training in my school. We start right in with ideas. The reason why we use that very chestnutty old combination, "car, key, comb," is because we have the actual little toy car, we have the actual key, we have the actual comb before us, and when we say the words we have the child point to the car and point to the key and point to the comb. We don't try to have him say "comb" or "key" or "car." He probably hasn't reached that stage, perhaps will not for a year, but we want to communicate the idea by voice to that child's mind.

So that is the reason we use words, and in the beginning words that are so concrete, so clear, that we can put the actual object or the actual action before him so that he may translate that thing, that impression which is made upon his brain, into an action or a thought. And I want you to carry that thought away with you—that it is not training in perceiving sounds, but it is training in getting ideas from you to him.

I have said many times in the last 30 years that, in my opinion, approximately one-third of our pupils in schools for the deaf are capable of benefiting by the form of oricular training which I use. It has

been my fortune to visit schools in very remote parts of the world, and whenever I visit a school I always take the opportunity, to the extent that it is possible, to make a rough test of the pupils that come under my notice, and it has been surprising to me to find how nearly accurate that one-third is, whether it is in the United States or in Burma or England or anywhere else, and how many times the opinion of the head of the school has coincided with mine when I asked him, after I had been there an hour or so, "Approximately how many of your children do you think have an amount of hearing which would enable them to benefit by this training?" It is astonishing how many of them have uniformly answered "A third."

So I know that within your walls in every school for the deaf there are somewhere near one-third of your children who could benefit from that kind of training.

Doctor La Crosse touched upon a very crucial point when he said it was the lack of time that prevented schools from putting this idea into practice. A tramp applied to a woman for work one morning, and she said she had none for him. The tramp replied, "Oh mom, if you only knew how little it would take to occupy me." [Laughter.] Well, if you only knew how little time it takes really to get some results. It is astonishing, and I don't ask you to do it with the whole third of your children that are available; I ask you to do it with three or four—one if you will. I don't care—as many as possible, but anyway a few. And give those whom you choose five minutes a day of a teacher's time. If possible, five minutes in the morning and five minutes in the afternoon. But if you can't give them 10 minutes a day give them five, and of the homespun, common-sense, everyday, farmyard, garden variety of training that I recommend.

I think one reason why this has not gone any further than it has is because I haven't surrounded myself with the most elaborate apparatus. I haven't put up a great mass of electrical stuff around me and said, "You must have this and you must have that." I haven't used "echolalia" and a whole lot of other terms that some may and some may not know the meaning of. I have tried to bring this down, as the saying is in America, "to brass tacks," and if you would only understand that with this group of children, by the simplest homespun, everyday fashion of training you can get results quicker and better than in any other way. You would go home and do a little of it, and if you ever do a little of it you are going to do more of it, and when you do more of it you will do more yet. I only ask you to pick out one child in the class and work with that child, and next year tell me what you get. Just use common sense for five minutes a day with that child, with close-up training, and see if you can't teach the child a hearing vocabulary.

I wonder whether you know to what you owe this audiometer that Doctor LaCrosse has developed so wonderfully for our purposes, making possible a classification of the hard of hearing? You owe it to the telephone, just as we owe so much for the deaf to the telephone. The telephone company found that they needed thousands of girls in their operating rooms, and that some of those girls were putting it over on them, and that the complaints that came from their subscribers that they got the wrong numbers and that they had trouble

getting numbers came from the girls not having acute hearing. And so they told the great laboratories of the Western Electric Co. to go to work to try and devise a scheme by which they could commercially check up on their girls in their operating rooms. It was a commercial proposition. First of all they had to have a unit of measurement. You can't build anything without a unit of measurement. An inch or a centimeter, or whatever the unit may be, is nothing but an arbitrary unit. So the first thing they had to have was a unit, and they spent months testing, testing, testing, until they got what Doctor LaCrosse calls the "norm." In like another word, "unit," the plain, everyday variety. They got a unit measurement which they thought applied to the normal hearing person, and from that as a start they made their instrument to measure losses of hearing in percentages of that unit. And to their work, and to the fact that one of the gentlemen who was connected with the company had a little deaf boy in my school, and through that little deaf child became interested in our problem of standardizing measurements of hearings, we owe the audiometer to-day. That child's father gave the freedom of the Western Electric laboratory to Doctor LaCrosse and they have been wonderfully generous and wonderfully kind in working out a practical instrument that can be used, and at a cost within the reach of the schools.

So to the telephone once more we owe another advance in behalf of the deaf.

I thank you very much.

Mr. F. M. DRIGGS. May I have one word before we adjourn? This is not an announcement.

To those who are interested, may I say that I attended a convention last Monday, Tuesday, and Wednesday in Minneapolis. There were present at that convention approximately 200 deafened adults. Very few if any of those deafened people were ever pupils of any of our institutions. The Western Electric Co. and the company that manufactures the acousticon had wired the auditorium in the hotel where the meetings were held, and there were 85 ear phones connected up with amplifiers on the platform. In addition to these devices, many of these deafened people had their own individual acousticons and hearing apparatus.

A great many of the people who were in attendance listening to the addresses heard addresses for the first time in 20 years.

To test the accuracy of these devices, I sat on the very rear seat. Several times when it was difficult to hear the doctor or the person speaking in front of the amplifiers without the hearing device—and my hearing is practically perfect—I picked up one of the ear phones, placed it near my ear, closed my eyes, and heard as perfectly as you can hear me.

The Federation of Leagues of Hard-of-Hearing of the United States is very much alive and many things are going to happen through this organization. In almost every large city to-day it is doing wonderful things. I was very deeply interested in the convention and the proceedings. I think the time is coming when in your classes and in mine we shall hear, we shall have these hearing devices. Mr. Wood, in charge of the Western Electric work, told me, "Mr. Driggs, do not do anything for a few months yet. We

think we will have something that will be very helpful to you and to your schools everywhere." He showed me a little mold of this part of his ear [indicating], the inner part of the ear. He had stuffed the ear channel with cotton, then had had this portion of his ear filled with plaster of Paris, and from that cast he made a hard-rubber mold of the inner portion of this part of his ear. Taking the plaster of Paris out, a few little threads of cotton stuck to it, showing where to bore the hole. He connected that up with the little amplifier that you carry about, that has the battery in it, and you just put that in your ear and it stays there. It is almost unnoticeable. It has a little silken cord that leads down here under your clothes, and if you happen to catch it on anything it just throws it out of your ear and doesn't do any harm. That is the newest and latest thing.

They have also discovered in the laboratories where they this year are spending \$300,000 investigating this subject—they have discovered some new metal or material that is far superior to anything they have ever found. I think it would be well for teachers and superintendents to study this question to some extent. [Applause.]

MISS HENDERSON. As chairman of the auricular section, I declare this meeting adjourned.

(Whereupon, at 4.15 o'clock p. m., the convention adjourned until 11 o'clock a. m., Wednesday, July 1, 1925.)

THIRD DAY, WEDNESDAY, JULY 1, 1925

PROGRAM

9 to 11 a. m.:

Demonstration of class work: "Sense training," primary hall, Miss Adalla Skinner, Iowa school; "Ask—Say—Tell," room 1, school building, Mrs. Margaret C. Smith, Colorado school; "Language in arithmetic," room 18, school building, Mrs. E. F. Long, Iowa school; "Advanced geography," room 20, school building, Miss Lila I. Wendell, Iowa school; "Moving pictures in language," room 13, school building, Mr. T. L. Anderson, Iowa school; "Rhythm," primary hall, Miss Augusta Haaser, Nebraska school; "Dramatizing stories," room 1, school building, Miss Anna R. Egan, Iowa school; "Manual language," room 18, school building, Mrs. Ota C. Blankenship, Nebraska school; "Intermediate arithmetic," room 13, school building, Supt. F. W. Booth, Nebraska school; "Intermediate history," room 11, school building, Miss Mamie Cool, Iowa school.

11 a. m.:

Address, Hon. L. C. Oberlies, chairman State Board of Control, Lincoln, Nebr.

2 p. m.:

Oral section, Miss Sophia K. Alcorn, presiding.

Paper, "Intermediate language," Mrs. Myrtle L. Henderson, Des Moines Day School.

Paper, "The use of pictures in teaching language," Miss Mabel K. Jones, Public School No. 47, New York City.

3 p. m.:

Paper, "Observations of foreign schools," John D. Wright, Wright Oral School.

6:30 p. m.:

Sightseeing tour of Council Bluffs and environs by auto.

8 p. m.:

Reception to alumni of Gallaudet College by Midwest Chapter, Gallaudet College Alumni Association, school auditorium.

MORNING SESSION

The convention reassembled at 11 o'clock a. m., Dr. N. F. Walker presiding.

Doctor WALKER. The convention will please come to order.

Before we take up the regular program for the morning I shall ask whether there is any special business to come before the convention? Are there any announcements to make?

Mr. F. M. DRIGGS. Doctor Long wishes to announce that the editors' banquet will be held to-morrow, Thursday, evening. The exact time and place will be announced later. A heavy penalty will be exacted of any editor who fails to respond to the roll call. Superintendents are invited as honorary guests.

The session this afternoon will be the oral session, and immediately following that we shall hear Mr. Wright, of the Wright Oral School.

The last number on the program, the address by Doctor Mogridge, of the School for Feeble-Minded, will not be given until Friday morning. We didn't want to tire you out, and I am sure that on Friday morning you will very much enjoy the superintendent of the School for Feeble-Minded. He is bringing to us a message outside our field and will have his orchestra here at 10 o'clock Friday morning.

Doctor WALKER. The first item on our program this morning is an address by Hon. L. C. Oberlies, of Lincoln, Nebr., who will be formally introduced by Mr. Booth, superintendent of the Nebraska School for the Deaf at Omaha.

Mr. F. W. BOOTH. Fellow members of the convention, ladies, and gentlemen, I have the honor—on short notice, by the way—of introducing a gentleman, a man who is a man among men—I say it here in his presence—and he is a man among boys. He is a boy among boys because he has a boy's heart. So he is an all-around man. In his work he is chairman of the Board of Control of Nebraska, and he comes in contact—perhaps I am taking some of his own story, but he has plenty of stories, so he can spare this—he comes in contact with 7,000 or 8,000 inmates of these institutions that the board has control of—how many thousand?

Mr. OBERLIES. About 7,500.

Mr. BOOTH. About 7,500 men and women. So he has a good many contacts, and as he is alive and knows life from a good many angles, from observation, and he takes an interest in them all, every individual of the 7,500 of these people that are inmates of the 17 State institutions, our institution being one of them. I have the honor to present the chairman of the Board of Control of Nebraska, Mr. L. C. Oberlies. [Applause.]

ADDRESS OF HON. L. C. OBERLIES, CHAIRMAN NEBRASKA STATE BOARD OF CONTROL

Mr. President, Mr. Booth, members of the convention, I count it no small privilege to be here to-day. I did not know what a bunch of dignitaries I was going to get in with to-day until I learned the broad nature of this convention after I arrived.

I never taught. You will detect that shortly by my vernacular and my grammar, and I might as well give it away right now as to

have you think that I was assuming something that I had never dared aspire to. I have been through the university and was a freshman for several years. [Laughter.] I am a photographer, an amateur photographer. I love to sally forth with kodak in hand, with 12 perfect films ready for business, and get usually 3 good ones out of the 12. [Laughter.] Sometimes I forget which way to point the thing, and just get a vast expanse of vest. Sometimes I don't have a good subject, but go ahead and get 3 out of 12. But I never have developed my own plates. I always take them to the photographer. He is an honest photographer—there are such, and he told me that I was missing half the fun of photography in not developing my own plates. He said, "Put these plates in the bath yourself, and watch this old familiar landscape, this child of the family, this pet dog, or this thing that you have loved and photographed; let it come out and stare you in the face. There is the fun of photography. Anybody can push the button and snap."

My wife was a teacher for many years. She tells me that the developing of the mind of a child is like putting a sensitized plate under the bath, then watch it come out, watch it unfold, and look at you squarely in the face. She taught, and I think very successfully, in the foreign district in the city of Lincoln for some years, among the German-Russians, those hungry-hearted little folks, who by the way are surpassing some of our American boys and girls in their brilliancy. Her boys and girls would sometimes be on the steps of the schoolhouse waiting for the janitor to get there to open the door, and they were eager for their books. I have not seen that true in American life so much.

I read just a day or so ago of a boy who was watching the red glow in the western sky as he stood on a bridge or some eminence, and an artist said, "My boy, I am delighted to see you so fond of nature, of the landscape, and that beautiful glow of red there, that sunset." And the boy turned to him and said, "That's no sunset. What I am tickled about is that the old school house is burning down." [Laughter.]

My friends, to take the human mind, especially the handicapped mind, and put it under the bath of intelligence and bring it out—that is a great thing.

If I were going to make a mud teacher, right from the ground up, there are some things that I would have that teacher know and do. The reason I speak so assuredly is because I never taught. It takes an old maid, you know, to raise children. [Laughter.]. So I am going to tell you teachers just exactly how it ought to be done, step by step. I know what some will say: The first requisite is to know the book. Not at all. That is the biggest mistake in the world, and there is where we have fallen down. The first requisite of a good teacher is to know human life, and to have a broad sympathy with life—life, my friends, in the unfolding, though unpromising, and to love it. A slip of a missionary went down into Kentucky among the mountain whites there in that region—some of you folks from the southland know them—and she used to teach some of those mountain white folks. She asked a boy in his corn patch to come to school. He was hoeing corn, and the sparks flew from his hoe as he chopped away. Say, is it worth while to throw pearls

before swine like that? My friends, it is unsafe to say, "swine," because a lad chopped weeds in his corn down in Kentucky land one day, and he hoed away and the sparks flew from his hoe, and he grew to be a tall stripling of a lad. He borrowed an ax and went to a neighboring clump of trees where by making 400 posts he could buy enough denim for one extra long pair of overalls. Patiently he made posts and was provided with the necessities of life. He borrowed a book on Blackstone one day and read it, lying on his face before a flickering pine knot. And he had to do a little mathematics, so he took a charcoal from those very embers and figured on the back of the shovel. And moving to another State, he finally becomes an embryonic young lawyer, tall enough and homely enough, goodness knows, and is finally elected to the legislature of his adopted State, and after some vicissitudes opens a law office. Black clouds of war like vulture's wings begin to settle down over this country until people wonder what can be done. Somebody says, "There is a man in the Middle West who could lead us out. He is a tall, homely, gangling man from Illinois. He might lead this country through. He has an honest affection for both North and South." And the man was asked to take the leadership. He was an unpromising boy from Kentucky, but he finally sat in the chair of the President in the White House. One day when God wanted a great document written he said to him, "Abraham Lincoln, you write it," and Lincoln said, "Oh, God, let Congress write it. My South—it will never understand if I write it." And God said again, "Lincoln, you write it," and again Lincoln protested and asked that this cup might pass from him. Again God said, "Write it." I think he must have put his hand down over the wrist of Lincoln—and you hear the scratching of his pen as the Emancipation Proclamation was written, and you hear the shackles drop from the ankles of three and a quarter million slaves. And then that man of God, homely, tall and angular, after he had signed that document, bowed his head on the table and buried his face in his hands and cried like a baby.

I tell you, in America, thank God, where we have so little or no caste—in America one can do and become anything he wants to do and become.

Teachers, the first thing in your qualifications is to love human life.

The next point, surely, you say, is to know the book. No, not yet. We are going to leave that book for another paragraph. The next thing for my mud teacher here is for him to know nature and love nature. The teacher who is so busy at the blackboard figuring out some heavy mathematical problem that he can't look out of the west window and call the attention of the class to a million-dollar sunset going to waste out there—I don't want that teacher over my kiddies. Real teachers have to see a sunset; they have to know a greensward of meadow carpet, and they have to know what God does for us, His birds and His flowers, and they have to know one from another, and they have to know how to lead the little folks by the hand to the bank of the stream and call attention to God's wonderful nature.

Then the next thing, my friends—not the book yet—the next thing is pedagogy. Now, "pedagogy" is a horribly long word, meaning

literally the art of guiding a boy. Somebody says, "What is 'pedagogy'?" Well, pedagogy has been defined as common sense. I looked up the definition for common sense, and it says "Common sense is the art of not putting glue in your hair." So pedagogy is the art of not putting glue in your hair. [Laughter.] Pedagogy is just plain sense. It is not that suppressed silence of the classroom that says, "Tut, tut, quiet on those benches." Pedagogy is the busy hum of the classroom. I like my classroom to hum a little. It doesn't want to have the noise of a boiler factory, but it wants to have the happy bustle of industry. I like to think of the conversational comradeship of teacher and pupil—do you get that couplet—"conversational comradeship?" Folks, one greater than we as teacher and pedagogue said, "Come, let us live with our children." Isn't that great business, teachers? These little adopted folks, wards of God, with a deficiency in their hearing—let us live with these children!

All right, then, now we shall get to the book. I do want my teachers to know the book, too, of course. This teacher of mine must know the text, must know the business at hand, must understand and analyze, must know how to teach arithmetic and algebra by dots and horses and signs, Mr. Booth fashion. He has got to "know his stuff," using the vernacular of the street. I want my teacher to be abreast with all these things, and to have a wide, versatile knowledge. I wish the teachers of American schools, especially in schools like this, would have a little better knowledge of what is wheat and what is straw, as we stand around the great hopper of life. All the experiences of life are brought like bundles of wheat to this great hopper. There are some teachers that don't know what is wheat and what is straw, and they habitually feed off the straw stack. Much idle time is wasted in foolishness and trivial things when wheat, ripe wheat, No. 2 red, goes to waste unheeded.

I was in an office the other day in Lincoln, and there a fellow had Eliot's "five feet" on a bookshelf, and he hadn't cut the leaves yet. I suppose he had had it a couple of years. He just had 60 inches shelf space to fill, and he filled it. The roaches eat the paste out of the covers of many such a fine thing, and light, foolish things of the hour are thumbled to tatters. I have no quarrel with the magazines, but men's best thoughts have been put into books, and we ought to be friends of books. We ought to know books; for one is known by what he carries under his arm in the way of a book.

Then I believe my teacher ought to know art. He ought to know a good picture from a poor one. And I want to say this, that when we have our little reception to-morrow night over on the other side of the river, you are going to see some good pictures. Of course, I know you will here, too. But, say, do you know, that lady, Mrs. Booth, is responsible for the fine pictures in the Nebraska school that speak refinement? We can have easily all the best things in art to hang on our walls—inexpensive, but pretty good prints, at least—of the old masters.

A teacher ought to know good music, and ought to recognize it. A teacher should be able to hum some of the old operas, some of the old hymns, and get away from some of these Alexander's rag-time ditties and "Meet me at 12 to-night, Maloney." I deplore these cheap

cubist autumn splashes of leaves, brown and crimson, on the piano ledge, and this stuff that we have under the modern name of "jazz." What a relief if some one would go around whistling the "Sextette from Lucia." I believe children love good music. A boy was asked his favorite tune one day in Sunday school, and instead of one of these "sunshine," skip-to-ma-loo tunes he said his favorite song of all the songs was "Abide with me; fast falls the eventide." Are there some teachers who never heard that hymn, but who, while resting their Yucatan, trill "It's 3 o'clock in the morning"?

I really think that teachers, above all people, should be culture lovers. They must know good poetry, art, music, and good architecture. As I stand outside of our new rising capitol in Nebraska, that crowning piece of work of Bertram Goodhue, as I see that building rise step by step, I often wish I had more intelligence to interpret that wonderful building that is going to be a landmark upon these western plains. It will be typical of the West. Its appropriate inscriptions were written by my old classmate, Prof. H. B. Alexander. We must develop a speaking acquaintance with architecture, with good pictures, good books, good music, good landscape, a wonderful scene set in the sky; we must have a speaking acquaintance with those things, and just bubble over once in a while with enthusiasm. You know we are so conservative, we teachers. We have to be so very precise and we are so afraid we might do something "that isn't done, you know." I like somebody to break out in the meeting once in a while with an "amen," and when in doubt just to be natural. But when anybody goes under the new capitol dome, the front entrance there, and looks up at that wonderful work and says, "Isn't that cute?" [laughter], it reminds me of that young bride calling Niagara Falls "sweet."

Then my teacher must have a sense of humor. Humor is the grease that takes the squeak out of many a heavy hinge. [Applause.] So many folks are so heavy. They do not have the sense of humor, and sometimes the more important folks are the more stolid they are. If they would just take time to laugh with folks, how much more winsome they would be! The Lord has given me a little of that grace, and if I see a man fall out of a cherry tree and light on a soft spot I can't help chuckling just a little bit. I've got to do it, that's all. Are we not more human if we enjoy the ludicrous sometimes? I want my teacher to like a jest and a clean joke. My girl from high school came home the other day and said to us, "I seen my duty and I done it noble," and it made us forget the scorched omelet. Some of us highbrows develop fatty degeneration of the ego, and it is a horrible disease. [Laughter and applause.]

Education is the art of making a diagnosis of the other fellow's case without waiving for a germ culture. [Laughter.] Education is the art of teamwork, to labor cheerfully with somebody else. The educator to-day who can not work with his fellows is just like a monkey wrench in a fine linotype. [Applause.] We have to "gear in." We are a social people. We are teachers side by side in adjoining classrooms. This door goes to your room and this door to hers and this door to his. In God's name, folks, let us gear in. Let us get in line with the administration of the school. Let us make

it a unit. How much more can be done if we will do that! Let jealousies and bickerings cease. Cut the leaves of your Eliot instead and read something with some sweetening charcoal in it.

Let us be as original as God made us. Teacher training that makes folks like peas in a pod is not training at all. God never wanted personality to be destroyed. I know your work is a work that is grinding. The repetition of it all is grinding but you know God is a great repeater. When He made the first blade of grass He saw that it would be a good thing to decorate the fields and the hills with and to feed the herds of cattle, if multiplied enough. So, instead of making only one He said, "Let us just make a billion billion blades of grass"; I don't know how many; I never took the time to count them, but there are a lot of them. He just repeated until it reminds me of the teacher in the classroom of the school for the deaf repeating over and over getting that guttural and getting those lips fixed just right, and drawing on the blackboard the form of the mouth or throat, and saying, "Now, do it so," over and over again, till, as a member of the board of control, I feel sometimes like raising that teacher's salary on the spot. [Laughter and applause.] Yes, but you won't applaud the next statement.

When God made a billion billion blades of grass He said, "This will be a monotonous business if we don't have variety to it, so let us make no two of them alike." So He never made two blades of grass alike, never two leaves on a tree alike, never two thumb prints alike. Twins born the same hour can easily be identified by the difference in their thumb prints. And we use those thumb prints in our penal institutions to identify some of our guests there who depart suddenly and forget to leave their addresses. [Laughter.] Say, folks, you have got the first thing all right—infinite repetition. But is it varied, I wonder? Does it have a little newness, a little freshness, a little originality to it?

The scarcest thing in this world, my friends, is not radium at all. Some folks think it is radium. The scarcest thing in this world is original thought. It is a great thing to corral a brand-new idea and put salt on its tail [laughter] and make it pull some of this old world's loads.

I have heard this talk about teacher training, and so forth, and standardizing our methods. Well, I want them to be standard, of course, but God gave some of us handsome features, and He gave some of us the other kind—I speak from painful experience. There is surely no "standard" face. But say, God gave us personality. I had a teacher at Nebraska University. Dean Bessey, my teacher in botany—

Mr. BOOTH. My teacher also.

Mr. OBERLIES. The greatest botanist in the world, after Asa Gray died, was Dr. Charles E. Bessey. He didn't teach out of the book; he taught out of his eyes. And we couldn't get away. There was no following the moving van out of the window there, or the object outside of the classroom. Oh, no. He had us tied by his eyes, by his winsomeness. He would take the cactus, the repulsive cactus, full of prickly thorns, and maybe with a delicate blossom peeking out of it, and I have seen him lecture on it until he made the very desert shine which would produce that thing. The first lecture

I ever had in botany under Dean Bessey was on that foul, repulsive stuff known as "pond scum." He lectured on it and its cell life and its growth until I saw the very glory of God in the green pond scum through which I used to swim as a boy. [Laughter.]

Pedagogy is the art of landing on your feet when the unexpected comes. Suppose a teacher comes into his classroom after there has been a circus in the town, and the boys are full of the circus, and you hear circus, circus, camel, tiger, acrobat, and elephant on every hand. The teacher says, "Tut, tut, now. Not a word about circus here. We are going to get to this lesson. We will not have another word about a circus." And those boys say, mentally, "Well, if you don't want any of our circus, we don't want any of your geometry. We're done." And they close up like clamshells. I can see how a teacher with some pedagogical sense, with his hair sleeked down with stacomb instead of glue, might come in to the same group of boys in the same village, talking the same light, foolish circus lore, and the teacher say, "Why boys, that was quite a circus, but that circus doesn't compare to what they used to have." "What, they used to have bigger circuses than ours?" "Boys, they used to have a circus in old Rome with seats of cement and rock, built for 100,000 people, and their entertainment was to destroy the early Christians; and Emperor Nero, the head of all power, would wait until a little group of them was dragged in and huddled together out there in the center. Then he would have the menagerie turned loose. They had those animals under the great benches; they hadn't been fed for a week; and at a given signal the thumbs of the audience turned down for no mercy, the gates rolled back, and those animals rushed out, lions and tigers, and tore those singing martyrs limb from limb." That teacher has those boys keyed up to a spirit of high idealism and resolved that they, too, would have gone to death for a great cause in the circus ring, to the very center of it, if it had to be. Then the teacher, if he is a real good pedagogue, will go on to say, "One day they brought a little man in there, a hunchbacked fellow, with a soldier walking on either side of him, chained to them. This is the man who in other years had dragged in Christians to that circus and now soldiers are dragging him in. His name used to be Saul but it was changed to Paul. And so they jeered: 'Paul, you have come to the circus, too, have you, to-day?' And he comes down the middle of the ring where there is a black block and a tall Numidian slave, half clad, with his blade as sharp as the steel of Damascus, who is ready for the signal of Nero, the black browed, when he must take off the head of that little fellow, that little culprit. That slave hears Paul mutter as he lays his head on the block, 'I have fought a good fight. I have kept the faith; henceforth there is laid up for me a crown of righteousness which the Lord, the righteous Judge, will give me in that day.' And 'that day,' Paul, is going to be this day for you. His head is on the block. There is a swift flash. They take out the remains of Paul in a basket. Boys, that is the circus they used to have. Up there in the box is Nero, the emblem of all power; here in the pit the emblem of all weakness."

We name our boys "Paul" to-day. The finest name in the world for a boy is Paul, after that little culprit who came in and died at that block. But doesn't the world turn upside down? To-day we name our boys Paul, and we name our dogs Nero. [Laughter.]

Well, the average boy that has anything in him and is going to amount to anything, and not be a freshman too many years, he gets it. That is pedagogy, the art of lighting on your feet, cat fashion, when you go up—and you will go up many times, and wonder when you are up there, “How will I come down? Will it be a graceful descent or will I alight upon my shoulders?” Come down cat fashion, feet first. Say, teacher, with humor and pedagogy applied, and personality unquenched, and information adequate, what may we not do in these classrooms?

Let me make a little confession. My work on our board divides into two great forks—the business fork, in which we spend about \$6,000 between sun and sun every day, and the humanitarian fork. We deal with the schools for the blind and deaf, and 15 other institutions. We shouldn't have the blind and deaf at all on our board. We have custodial cases mostly, but the legislature gave this work to us and we are going to do it the best we can. Let me tell you a secret—and don't let it be known across the river—I love the humanitarian work much the best, I am fond of the kiddies over in Omaha in the school for the deaf, and when I come swinging up the walk I expect to see a window squeak up just a little when some boy in the classroom gives a guttural croak at his old fat friend coming up the walk again for a visit; and a girl on the third floor is going to raise the classroom window, maybe, and she, too, will wave her hand in a little flirtatious greeting, and I like to get them around me, those little tots in the primary, and I like to have them looking me all over and studying my watch and my fob and my spectacles. I know, some way, that that is my heritage, the affection of those little children. And when I speak out in the State, as I do sometimes, and parents bring forward a little deaf tot and I snub the parents and turn to my friend we have an old-fashioned visit—say, it is worth while to lay aside the ordinary pursuits of business and be on the board of control with all of its distresses and all of its criticisms; it is worth while to have a deaf child introduce his parents to me.

Come, my friends, let us live with our children in a conversational comradeship. Let us get off those heavy, dark, austere, black-rimmed glasses through which we peer at these little martyrs on the benches. Let us love them and live with them and live for them, and take them one by either hand, and let us go down toward the sunny slopes, toward the shade of the brook, where the sward carpet is green and the daisies burst out in glory.

Let us live with and for the children. Riches will not buy it all. We may have great acres and a wonderful rolling car, but that does not suffice. The movie house with its silver screen does not take the place of the home. The wonderful concert does not afford it all. Oh, my friends, are we going to lose our American home? Teachers, we are “in loco parentis,” in the place of the parent. Let us then be foster guardians of the best kind we can be. Let us be to these little tots who are with us so many months in the year, let us be to them living examples. Teachers, do you know how they want to imitate you? How the girls want to dress like the teacher dresses, and the boys want to imitate their supervisor or their instructor in manual training? Say, folks, I tell you, you are on a barrel, and the

white light of the world's stage is thrown right at you, and the whole community is looking, teacher, at you, especially the parents of those 9 or 10 children that you have under your special guidance. Those parents look to you, and no doubt they pray for you that you may have wisdom to guide aright those boys and girls who are so beloved, so unusually beloved because of their very deficiency. Come, let us live with our children.

I was in the home of a rich banker a short time ago—and I close with this little story—the home of a very wealthy banker in south Nebraska. I have never been in a home like that before. I didn't know they had that kind of homes, I can tell you that. That man had Persian rugs that should have been hung on the wall and never put on the floor at all. They had a beautiful silky sheen to them, and when I came to the door I hesitated about walking on them. He saw my hesitation and swung the portals wide—he's a generous, hospitable fellow—and said, "Walk right in," and I did walk right in. I took him at his word, \$1,500 a step, walked on them with my feet, right on those carpets. [Laughter and applause.] Why, he had paintings on those walls, wonderful paintings, replicas of the old masters, and little niches filled with statues showing every mark of refinement and culture. But he wasn't a new-rich. The new-richs, you know, they have nice things, too, but they don't know how to even pronounce them. Mrs. New-Rich came back from Egypt and touring the East, and somebody said, rather unexpectedly, "Did you visit the Pyramids?" "The Pyramids?" she said. "Oh, yes; we had supper with them. They are a wonderful family, too." [Laughter.]

Well, when I went to bed that night this banker took me up to my room upstairs, and, folks, he had a mattress—I'll tell you it was that thick. I never saw a mattress like that. He had that much of this silk floss [indicating], and about that much of soft coil spring [indicating], and when I laid my sharp, weary, emaciated bones [laughter] down on that mattress I want to tell you I became a howling socialist at once. I said, "I am in for division of property. This fellow has got too much. He has got some of mine." [Laughter.] "Part of this mattress is interest that he had filched out of me or some of my friends."

Next day I went home. I had been gone several days from my own home. I've got six kiddies in my home, and when I swung up Sixteenth Street with my heavy suit case something happened in my own home. Three of those little kiddies, I guess, must have been at the window watching for dad to come up the street, and the front door of my home burst open and three little kiddies came down the street to meet their dad as fast as their chubby legs would take them. It was like the charge of the six hundred. I just threw up my hands and surrendered. I couldn't do a thing. One of those little tots seized my hand, another crawled up by steps over those soft ribs of mine up to the top of my shoulders, and drove, and another one helped me drag that heavy suit case up the street. A coal driver going along on his high spring seat, bouncing along there—he had a wonderful black team and his face was black with the grime of the day, and his teeth shone ivory white through the black—I can see him yet as he sent a grin down there at me from

his exalted seat, his chariot of labor; I can see him yet as he said, "That's all right, you fat old scout, in about an hour I'll be home and I'll be washed up too, and I'll be having a romp with my kiddies."

We went in. After supper—there! I didn't mean to say "supper." My wife says "Never use that expression" [laughter], but in our house, folks, with six kiddies, we find that you can't call it "dinner" and get away with it. Everybody knows that breakfast comes in the morning, dinner at noon, and supper at night. So, as I said, after supper Viola said "Dad, we're going to have a ride to-night." I knew what that meant. The furniture had to be pushed back—not black ebony furniture such as that banker had down in south Nebraska, but very ordinary, "golden oak," varnished. We pushed it back against the wall. It meant that the old horse had to be lassoed and pressed into service, and to get down on his hands and knees and take his kiddies, three at a time, a hobbledy, hoggledy ride to London town. The old horse got down on his rug—oh, I've got a rug too. Maybe you folks thought I didn't have a rug. I've got a rug, but not a Syrian rug. I don't go much on that kind of stuff. Our American colors are so much better! I have an American rug. I got mine from Chicago, from my friend, Mr. Sears. [Laughter.]

Well, the old horse started with three on his back, hobbledy, joggledy to London town, and around and around that ring we went. The old horse got tired. He got to thinking, "Mr. Banker, you have wonderful rugs, with a wonderful silky sheen, and you have wonderful paintings on the wall, and you didn't have a chick or a child in that house to scratch those waxed floors of yours, but, Mr. Banker, after all, you were never on your knees taking anybody to London town. You probably are never on your knees for any purpose." Who ever heard of a banker getting on his knees? [Laughter.] And, say, the old horse bucked off those three, took on the other three, and we rode to London town right in through the big arch, right into the city.

Teachers, I had that childless banker beaten in the race of life a mile and a quarter.

Mothers are foolish things. The mother of those kiddies stood in the dining-room door when we were having the biggest time and making the most noise and she stood there and wiped her eyes with her apron. I don't know why anybody wants to wipe her eyes with her apron when everybody is having such a good time, but that is just the woman of it, you know. Say, teachers, do you get it? Oh, let us live with the children as teachers in "loco parentis." Come, let us adopt these kiddies, be not too sharp in criticism, but patiently repeat, repeat, with variety, spice, personality, humor, pedagogy, living with them, and loving nature with infinite faith in the all-wise God our Father and his Son, the greatest teacher this world ever saw, whose feet pressed the shores of blue Galilee. My friends, teaching is the biggest business in the world. I congratulate you, teachers. [Applause.]

DOCTOR WALKER. I am sure that we have all been well repaid for the minutes that we have spent listening to the speaker, and that we will go away from here with higher ideals of our duties as teachers

and as parents, and I am sure we all thank Mr. Oberlies very heartily for the talk that he has so kindly given us.

Mr. F. M. DRIGGS. Mr. President, I move a rising vote of thanks to Mr. Oberlies for this wonderful address.

(The convention rose with applause.)

Mr. OBERLIES. I thank you very much, I am sure.

Mr. BOOTH. I want to say that what Mr. Oberlies gave you of his experience in coming to visit our school and our children is only a fraction of the truth, so far as impressions and all that go. In the first place, I should say that Mr. Oberlies was building up an ideal of a teacher, and if I am a judge of the material necessary to make a teacher, Mr. Oberlies is also a natural-born teacher. When he appears in the schoolroom and the teacher is doing something, whatever it may be, he looks on the slate and takes right hold of the lesson, the teacher retires in the background and he adds something right away, something pertinent to the subject in hand, and it is live language, it is live arithmetic, it is live geography—whatever it is—it is ideal. And so I pronounce Mr. Oberlies a born teacher, and the work of educating the deaf, or the profession of education, has lost a good deal in not having him in the line of work in which we are engaged, or in some line of educational work, simply because he has those qualities and ability as a teacher, as an educator. [Applause.]

Doctor WALKER. The noon hour has arrived; we shall take a recess until 2 o'clock.

(Whereupon at 12 o'clock noon, the convention recessed until 2 o'clock p. m. this day.)

WEDNESDAY AFTERNOON SESSION

The convention reassembled at 2 o'clock p. m., Miss Sophia K. Alcorn, of the Des Moines Day School, presiding.

Miss ALCORN. I feel it is a great disappointment to all of you not to have Miss Joiner with you, so I shall not prolong that disappointment by attempting to make a talk.

The first thing on our program this afternoon is a paper on intermediate language, by Mrs. Myrtle L. Henderson, of the Des Moines Day School.

ORAL SECTION

INTERMEDIATE LANGUAGE

MRS. MYRTLE L. HENDERSON, OF THE DES MOINES DAY SCHOOL

An Englishman traveling in America said to one of his fellow travelers on the Pullman, "What strange things you people say sometimes," and the American fellow traveler answered, "Just what do you mean?" The Englishman said, "A few moments ago I asked the porter if he thought it would rain, and the porter said, 'Little dogs it will and little dogs it won't.'" The American was puzzled and said, "I don't know just what he did mean. I'll ask him." So he called the porter to him and said, "What were you saying to that gentleman over there?" "Oh, boss," said the porter, "I didn't say much of anything. He asked me if I thought it would rain, and I said, 'Possible it will and possible it won't.'"

So if I say something this afternoon that you feel you have tried, it may be "Little dogs it will or little dogs it won't" that I can suggest something a little different or emphasize something which you have neglected or forgotten.

The determining factor in the success of any venture is the fidelity with which the aim is kept in view. The aim, for at least the first six years in a deaf child's education, is the acquisition of a language vehicle, a vehicle which shall

carry him through the mazes of science, geography, history, and arithmetic with the least possible effort, making school work a joy rather than an intricate maze of doubt or misunderstanding.

While we subordinate the teaching of facts in any subject to the language medium in which they are to be presented, we can still hope to give the child enough of the geographic or scientific or arithmetical flavor to make him thirsty for the more intensive and broadening study of the grammar grades. What joy is quite comparable to a child's spontaneous cry, "Let's have geography now," or, "I like arithmetic," or, "Why didn't we have history to-day?"

When the architect shows us his blue print we are attracted by the little sketch down in one corner. We admire the gables and verandas and porches of the completed picture. We can imagine the shrubbery and the landscaping suggested, but we know that it is the careful detail of the drawing which is the real life of the plan. It is this for which we employed the artist and by which he earned his fee.

So in following our great language adventure we have two paths before us—the interesting, concrete methods used in presenting new language principles and the just as important and even more necessary sordid detail or drills.

It is so alluring to give the child something new that we are apt to hurry on too soon, not realizing that the teacher's ingenuity is best exercised in giving the old in some new form rather than some entirely new principle which may confuse. This makes the work of the intermediate grades largely corrective.

A teacher who comes into a new school or who takes a class with whose history she is unfamiliar sometimes feels overwhelmed and discouraged with the seeming confusion of all language principles. Of course a convenient alibi is to blame the primary teaching. This may or may not be the fault. We all know that the demand for new forms comes so quickly with the progress of the class that we must slight some things and it is impossible to go over everything every day. So before we are aware we find that something we have thought well taught has been forgotten. Kilpatrick says, "Unless a pupil has learned he has not been taught." By that standard, then, how much of our time is wasted, for without doubt the measure of our children's knowledge of English is their ability to use originally the new idioms and forms they have been given.

A class which had taken up the passive voice prematurely became hopelessly muddled in all verb forms. The teacher wisely dropped all drill on the passive voice for a year and a half. She shunned it as if it were the plague except as the children came upon it in their reading. When she again took it up the class had no trouble at all. The pupils had been fed either too rapidly or too early, and they were not quite strong enough for the new drill.

In order to secure the review so necessary, the Chicago day schools have originated a system which they expect to publish soon, if they have not already done so. They have typewritten cards containing graduated drills on all language forms used through several years. Every child in the school from the primary grades up is expected to complete the set each year. These lessons can be hectographed, using the last page or the miscellaneous page following each of the Crocker, Jones, and Pratt drill stories.

It is a good idea for the teacher of a new class to take stock of her pupils' English, listing their assets and liabilities, at least the latter in tabulated form. Let the class be given a piece of original work to do, such as a journal, letter, story to be reproduced, or a composition. Then set down the results. In column "A" put the number of errors in using the past negative or past interrogative forms of verbs. Put in column "B" the number of errors in the use of pronouns. In column "C" put the number of mistakes in the use of the present perfect tense, and in another column, misuse of "Ask, Say, Tell," and so on.

Let us suppose there are most mistakes in the misuse of the past negative and interrogative verb forms listed in column "A." Start with that error and try to eliminate it. Have a corrective language period on your program every day. The study hour or home work is a good time to give to this work. Think of all the possible ways of using the negative and interrogative forms in statements and questions, stressing them in elliptical sentences, conjugations, boxes, and other stereotyped and original devices. While not forgetting or overlooking other errors in the childrens' English, concentrate on this one.

The following is a detailed example of what can be done with the case in point:

I. Give the class many statements to change to the past negative form.
 II. Give the class similar statements to change to the past interrogative form.

III. Have the class make out, and then consolidated as a class exercise, all the verbs beginning with "a" with which they are familiar, not introducing new ones. Encourage the use of the dictionary for this.

IV. Go over each word before the class and decide upon the best definition to copy into books for this purpose.

V. Write the principal parts of these verbs in the same books.

VI. Assign 10 words or so from the list for the class to treat four ways in study work:

a. Rewrite the definition.

b. Write an original statement, using the verb in the past tense.

c. Change the statement to the past negative.

d. Change the statement to the past interrogative.

VII. The next day assign two or three of the verbs so treated to each member of the class for a blackboard exercise and let the children correct each other's work.

VIII. Run through the alphabet, using the method outlined under III, IV, V, VI, and VII. Before you have spent many weeks on this there will be few mistakes in these particular verb forms. Admitting the monotony and tedious routine of this exercise, it is nevertheless effective and gives the repetition so much needed in every language form. As Prof. H. R. Driggs said, it is a multiplication drill in language.

IX. Use the "animal, vegetable, and mineral game," or the simpler, "I am thinking of something or someone," the class asking questions to be answered by "Yes" or "No." This is more interesting than the drill work and a very valuable exercise for the use of question forms.

X. Answer no question throughout the day that has not been properly asked. Adopt the slogan for your class, "Think of your tenses." Preach it often. Make it loom large, even if one of your pupils should say to you, as I once heard one say, "I don't care to think about tenses. I don't believe in tenses."

After a few weeks of this campaign you will find the children ashamed to make that particular verb error publicly, and you will find them correcting it in each other's speech. When you discover the blunder in written work, all you will need to do is to put your chalk under the "did" and the whole class will shout out in derision against the "wrote" or the "slept" in the "Did you wrote" or "He did not slept." When this error has been appreciably reduced start on a new campaign of eradication with some other bad weed. There is nothing new or original in the plan suggested. It is simply suggestive as a systematized attack on a selected problem.

Another good plan for review work is to make out sets of drills in different subjects—comparison of adjectives, parts of speech, etc. Slice these and keep in different envelopes. Use a different envelope each day. Let each child draw a slip and write at the blackboard, choosing another when that is finished. A record of perfect work may be kept in one corner of the blackboard as an incentive and comparison. The few minutes before school opens in bad weather for day-school pupils and the odds and ends of time unplanned for in any school may be utilized in this way.

Turning to the more concrete possibilities of language teaching, the project method has long been the approved means of keeping the deaf child interested in language usage. This is not the first instance in which teachers have been surprised to find some of their most cherished methods exploited in the public schools under some new and high sounding title. The basic principle of the project method has long been known to teachers of the deaf as the "mother's method" or the "natural method." It is simply the idea of taking the thing of most immediate and vital interest in the child's world and letting it lead him out into learning or "experience." The teacher of the deaf must differ from the teacher of the hearing child in her application of the principle, because her aim is different. The teacher of the deaf is concerned primarily with surrounding the child with the language to handle his problem. The hearing child may venture into paths of ramification which a deaf child can not follow. The child should inaugurate and use his initiative up to a certain point, but the teacher of the deaf child must limit and set boundaries or her child will flounder in a hopeless bog of language confusion.

Last fall a discarded doll house was brought out of the basement for a class which needed drill in the names of furniture, parts of the house, and rooms. The children proceeded to paint and furnish the house. They voluntarily made all sorts of furniture out of little pieces of wood which they had found in a factory. Two rugs were woven and all sorts of ingenuity used in fashioning the fireplace, floor lamp, telephone, mail box, gas stove, bathtub, and a mirror in the medicine chest. Tacks were used as faucets in the bathtub and for the gas-stove handles.

Another class went to the woods and sawed limbs from trees to get specimens of different woods. These were arranged on a heavy cardboard chart in sets of three. A cross section of each, a lengthwise section, and a piece of the bark were glued on in order.

A nature book was made of blue prints. Wild flowers and leaves were placed against the glass of a photographer's printing frame. Next was placed a piece of architect's blue-print paper. The glass was turned to the sun for a few minutes, the paper removed, dipped in water, and then dried and pasted into books which the children made with pasteboard covers and bound in attractive wall paper. A short description of each leaf or flower was written accompanying the picture.

In connection with the study of Iowa, large loose-leaf books the shape of Iowa's map were made and filled with pictures classified under industries, products, homes, streets, cities, etc. Books shaped like ears of corn were used for compositions on the different parts of corn, the value of the stalk, the cob, the kernel, the silk, the husk, and the many products derived from it, as oil, sugar, flour, sirup, etc.

Another booklet planned was shaped like a pig and little stories about another of Iowa's chief industries were written.

The most attractive and thorough project suitable for a farming community is a real farm project. For this purpose a visit may be made to a typical farm, and the different fields, pastures, fences, gates, and gardens noted. The children should draw a plan of the farm upon their return, and then a tiny farm with all its appurtenances may be made in miniature. A large table or two tables may be placed together and covered with sand, sawdust, or cork for the groundwork. This may then be laid out in fields and gardens with pasteboard houses and sheds, animals of clay or paper, various tools, machinery, windmills, silos, walks, fences and hedges made of any fancied material. Great ingenuity can be exercised in these details. Broken bits of sponge, colored green, for trees or hedges and finely chipped green tissue paper makes good grass. Tiny telephone poles and even a system of electric lights may be installed and a real battery connection can be effected. Wire hairpins, pins, and bits of tin and wire can be used in making tools, such as rakes and hoes.

A simpler project, but one very useful, is the building of a house, not too large, of course. Many language lessons can be obtained from the sawing and nailing and roofing. Then the girls can make curtains for the windows. It is surprising how original the children can be if there are one or two with ideas to set them going.

All sorts of lessons can be based on these projects, such as the imaginary cost of the fence around the farm, the number of feet in the dimensions of the house, and the amount of money the farmer's wife will get for her eggs.

The excursion vies with the material project in furnishing language material. In good weather a class may go out once a week. While this will not give an opportunity to assimilate all that is possible in connection with it, it gives background for subsequent lessons whenever they arise. It is advisable to plan the excursion for the middle of the week, allowing two days to prepare for it and two to review it.

It is not necessary to work for months and months on one excursion like this. Our deaf children ought to see everything they can see just as fast as they can see it to give them a background for later work in history and geography, even though they don't completely use everything they have seen on excursions in that time.

A class in the Des Moines day school has visited the following places in the last two years and a half: A flour mill, an ice house, a miniature-house factory, the city jail or municipal building, a leather tannery, a furniture factory, a cracker factory, and a newspaper office.

The children have been down in a coal mine several hundred feet, in a cement brick factory, a brick and tile yard, a grain elevator, a book bindery.

They have been to the State capitol several times when the senate and house of representatives were in session. They have shaken hands with the governor and he has given them his autograph on a card. They have visited the State historical building and the museum accompanying it, an envelope factory, a woolen mill, a garment factory making dresses and other articles, a blacksmith shop, a wholesale warehouse for storing and distributing fruit and "shipped-in" products, a tea and coffee testing and packing house, a meat-packing house, a tire factory, a broom factory, and a bank, where they were shown all through the building and were allowed to go into the vault and hold bags of money, thousands of dollars. They visited a hosiery mill and "The Homestead," a large farm publishing concern. It was really very interesting. Universally people are interested in the children and will try to help them in every way they can, sometimes extending unusual courtesies.

The children had read of how the tea tasters taste the tea, and after they had gone through the tea and coffee house they saw the table with the cups around and no man near it, and they hesitated; they were not quite ready to leave. They said they wanted to see the man taste the tea. So he said, "I will taste the tea for you." He sat down and showed them how he tasted the tea. It was very interesting, because he drew the tea into his mouth and extended his cheeks in a very noisy manner. He apologized, saying, "The children won't understand that, but I don't swallow the tea. I just taste it in my cheeks, because I couldn't distinguish between the different kinds of tea if I didn't do it that way." But they had read that in the book and remembered it. They recalled that the Japanese draw the tea in noisily, to be polite and show that they appreciated it. So little things of that sort are brought home to them, and they gain a knowledge of the different sorts of materials and the value and necessity of labor. They learn to observe closely and to see something of cause and effect. They have worlds of inquiry opened up to them and are able to grasp new ideas with quick intelligence.

Then they have a valuable lesson after the trip in writing a thank-you note to the superintendent for showing them through the plant or for any other courtesies extended.

Whatever the method used in teaching language to the deaf, it would seem to those who have sweat blood in the process that any method were justifiable if only English be gotten across to the deaf child. Given an awakened desire, the language medium, the power to help himself with reference book and dictionary, a fund of general information about many things, and habitual interest in all things which touch him, and the intermediate department has fulfilled its mission to the deaf child. It has achieved.

MISS ALCORN. The next number on our program this afternoon is a paper by Miss Mabel K. Jones, of Public School No. 47, New York City. Miss Jones is unable to be here, so I am also substituting for her. The name of her paper is "The use of pictures in teaching language."

THE USE OF PICTURES IN TEACHING LANGUAGE

By MISS MABEL K. JONES, Public School No. 47, New York

In the education of any child pictures play a most important part, but with the deaf child their importance increases manyfold. Did you ever know a teacher of the deaf who didn't have her treasure box of pictures? Magazines nowadays, with their beautifully illustrated advertisements, are a joy to the picture collector. The public sees in them only the glorified article which the manufacturer wishes to make the world believe is indispensable to health and happiness, but the teacher of the deaf looks at them with an appraising eye for the language they contain. She sees vocabulary—not only nouns but verbs, adjectives, prepositions, adverbs, and pronouns—language forms, suggestions for stories, picture descriptions, and question drills.

A few years ago Miss Willoughby, of Clarke school, Northampton, Mass., gave me a suggestion so valuable that it ought to be broadcast. Instead of keeping her pictures in the more or less unclassified disorder of a box she had made a picture dictionary.

Adopting Miss Willoughby's freely given idea, I bought the toughest, most durable oak tag I could find, had it cut into 9 by 12 inch cards with three holes punched at one side. Then I bought three very large loose-leaf book rings and a set of Dennison's little cloth alphabet markers. (A picture dictionary must be loose leaf so that it may grow as the store of pictures increases.) By the time I had sorted my pictures and mounted them alphabetically in the dictionary, I had quite a thick book, and it has been growing thicker ever since. Now, when a certain picture is wanted, it is ready at hand. The children frequently consult it when they are in doubt about a word. It paves the way to the use of the dictionary. We found it a great timesaver, but of course it doesn't take the place of the picture cards and charts required by the work of the grade.

Each year's work calls for its own particular pictures.

FIRST YEAR

The first-year class needs pictures of common objects for the lip-reading chart, and as this must be built up afresh for each beginning class the teacher must keep forever at her task of picture collecting. When the colors have been learned, there must be pictures combining the familiar objects with the colors, as a red flower, some brown shoes, etc. A chart containing such pictures can be used for question drills also. Sometimes the teacher may ask the questions and sometimes, for drill in the question form, the children may ask them of one another.

The plural chart should contain objects which form their plurals regularly and those, within the vocabulary of the grade, which have irregular plurals. Like the color chart, this may also be used occasionally for question drills. The children asking one another "How many boys are there?" "How many dresses are there?" This sort of exercise should never be used as the introduction to question work, but when the idea that a question is for information has been established it varies the drill.

A set of pictures clearly indicating possession will vary the drill work on the verb to have.

A boy *has* a ball.

Two girls *have* dolls.

As soon as the names of common foods such as meat, potatoes, bread, cake, candy, ice creams, etc., have been taught, a food chart is needed.

A chart containing pictures of the common articles of wearing apparel, while not so necessary, is worth having.

Toward the end of the year, when both teacher and class are bored with the same old lip-reading commands, "Stand behind your chair and fold your arms," "Put two books on the table and throw a ball to James," and so on, the lip-reading lesson will take on quite a new interest if the picture charts are used instead of the objects from the lip-reading baskets. Commands requiring a little imagination and a little play acting can be given.

"Cut some cake and give it to John."

To Mary it is a new game to pretend to take the knife from the chart, pretend to cut the cake and give it to John.

"Pour some milk into the cup and give it to the cat."

The ingenuity of the teacher will suggest a variety of sensible commands which it would be hard to bring into the schoolroom in any other way.

SECOND YEAR

In the second year (always reckoning the second year after kindergarten for the young children) animal charts, fruit charts, vegetable charts, and flower charts should be begun.

Toward the end of the second year the present progressive is taught. After the significance of the tense has been clearly demonstrated by action work a set of present progressive pictures will furnish varied and interesting drill. Beginning with pictures having one simple, unmistakable action such as "A boy is laughing," "A girl is eating an apple," the work increases in difficulty, bringing in the prepositions, the new vocabulary, and language constructions. Pictures may be used as drill work for both statements and questions.

With the untiring interest in anything resembling a game, the children enjoy any little question exercise the teacher may devise.

Selecting a picture and holding it so that the children can not see it, the teacher may say, "I have a picture of a boy. Ask me some questions."

Children ask, "Is he running?" "Is he throwing a ball?" and so on. The child who guesses right scores a point. If nobody guesses after a reasonable number of questions one may ask "What is he doing?"

For descriptive work, pictures that are interesting and those that require the use of the vocabulary and language of the grade should be chosen as far as possible. The ideas should come from the class but the teacher must control. She must watch for good sequence and discourage any tendency to meander off on insignificant and petty detail.

THIRD YEAR

In this year the classified vocabulary work must be reviewed and continued. Animal, fruit, vegetable, flower and furniture charts are needed. A chart of the common games will help not only to review the names of the games but to drive home the language point that we do not "play a football" or "a tennis."

A chart containing a box of candy, a bag of flour, a bottle of medicine, a pile of books, a load of coal, a crowd of people, and so on, is almost a necessity.

A chart which helps us to teach quickly the names of parts of things, such as the back of a chair, the handle of a broom, the face of a clock, etc., is well worth having.

The infinitive as object of the verbs *to like*, *to want*, *to pretend*, and *to try* is a construction which occurs in this year and it is not difficult to find pictures which suggest their use, as "A baby is *trying to reach* an apple;" "A boy is wheeling a baby carriage. He is cross because he *does not want to take care of* the baby. He *wants to play*."

The use of the adjective phrases *with* and *without* can be brought out clearly in the picture work. For this exercise we sometimes use a set of pictures made up of people with some distinguishing difference in appearance. Giving each one of these people a name in her own mind, the teacher places them in a row and the children ask, "Who is the woman with a large black hat?" "Who is the boy without a coat?" etc.

Another time the teacher writes the names on the blackboard over each picture and asks, "Which is Robert?" The child replies, "He is the boy with red hair."

The pictures chosen for descriptive work in this year should, if possible, require the use of the new language of the grade, such as, the infinitive, one—the other, some—the rest the definite and indefinite article, the adjective phrases introduced by *with* and *without*, etc. Generally, it is better to have the lesson a class exercise, but occasionally it should be individual work.

FOURTH YEAR

Pictures which suggest stories are needed in the fourth year. They are hard to find, as most pictures either tell too much or suggest nothing.

In this year the passive voice is taken up and a few present progressive-passive-voice pictures help with the drill, but here care should be taken that there is no strained or unnatural use of the passive voice where the active would sound better.

If local geography is taken up in this year, the children will enjoy collecting picture post cards and writing short compositions about them in their books. This sort of composition work brings in the use of the passive voice most easily and naturally. For instance, "The Statue of Liberty was given to this country by the French people. It was made in France and brought across the ocean in pieces. It was put on Bedloes Island," etc. Nearly every place has post cards of things of interest in the vicinity about which the children should know. Often history, language, and the cultivation of civic pride can be correlated. An illustrated composition book in which a fourth-year class took great pride this year contained pictures which they had collected on Washington, Lincoln, our flag, Governor Smith, the mayor of New York, the Statue of Liberty, Brooklyn Bridge, the Woolworth Building, Ebert, Hindenberg, Balto, The Tornado, Amundsen, the North Pole, Babe Ruth, and a medley of other things which interested them. Some of the compositions were class exercises and some of them were individual work written after the necessary information had been given and discussed.

FIFTH YEAR

As the knowledge of the different lands grows, the children enjoy collecting and classifying pictures of the countries and their people. The collecting mania is strong in children of this age, and they learn much without realizing it while following up their pet hobby.

There should be a current topic bulletin board where the class may treasure pictures of people and things which interest them.

We are living in an age of pictures, and by capitalizing on them we can without great effort broaden the interests of the children in many subjects and at the same time increase their vocabulary and natural use of language.

Miss ALCORN. Perhaps all of you know that Mr. Wright has just returned from a four-year trip, visiting schools in all of the countries of the world. We shall now have the pleasure of hearing Mr. John Dutton Wright.

OBSERVATIONS ON FOREIGN SCHOOLS

By JOHN D. WRIGHT, of the Wright Oral School, New York

Fellow workers in a common cause, I appreciate your patient sitting here in this hot room waiting for me.

Our president when he greeted me on my arrival said, "Have you left the profession?" I suppose that was a justifiable question because I had not been in my own country for nearly four years, but if he had read the *Volta Review* faithfully he would have known that I had never for a moment lost my interest in my life work, and that wherever in any remote part of the world where I happened to be there was work being done for the deaf I managed to see something of it.

You have asked me to speak to you a little while about foreign schools, and I am embarrassed to know what to say, because it is difficult—in fact, it is impossible to condense within a few minutes of an afternoon's talk the observations and thoughts which I may have had during four years, or in fact, during 30 years, for throughout my life I have happened to have the opportunity of travel and of visiting distant points and naturally have seen whatever was of interest in the place where I was. It seemed to me perhaps the best solution of the difficulty was to prepare a short formal paper, which I could read in a few minutes and in which I could condense the meat of the matter and the points that might perhaps be of help if put down in definite form, and then if you still had patience and desire and wanted to ask me questions, I should be very glad to answer them to the best of my ability. I can always say I don't know, and I have to do that very often. If you didn't have any questions to ask and still wanted me to talk a little longer, I could wander on in an aimless sort of way about the less instructive but perhaps more entertaining things that I have seen, for I have seen some rather curious examples of the work that is being done with the deaf in different parts of the world.

It has been my privilege during the past 30 years to visit 29 schools for the deaf in the United States, 2 in Canada, 6 in South America, 17 in England, 18 in France, 2 in Germany, 3 in Switzerland, 16 in Italy and Sicily, 10 in the Orient, making a total of 103, not including my own school.

You all remember Mrs. Malaprop's very acute remark that "comparisons are odorous." This is not the time or place, nor am I the one, to make unpleasant comparisons between the schools in different parts of the world. Sweeping statements are always risky and sometimes inaccurate, but if I were to be so foolhardy as to make a sweeping comparison of the schools for the deaf in the United States with those of other parts of the world I might say that, in my opinion, the degree of education attained and the amount of general information given, as well as the final preparation for life, are greater in the schools for the deaf of the United States than in those of any other part of the world. But if some one of you stood up at this point and called my attention to the fact that in the city of Buenos Aires, in the Argentine, there is a school for deaf girls that in all these respects surpasses many of the schools in the United States, I should have to say that he was correct. I might even add that, to my personal knowledge, the same was true of a school in

Florence, Italy, in Rangoon, Burma, and of more than one school in England. But these detached facts would not destroy the truth of my previous general statement.

Schools for the deaf are, in some respects, in the same class as eggs. You all know there are good eggs and bad eggs, but we judge a crate of eggs by the comparative number of good ones.

With the exception of the United States, Japan, and England, practically all countries of the world now conduct their schools for the deaf exclusively by the oral method, theoretically, without the official use of the sign language or finger spelling. The completeness and conscientiousness with which the method is followed vary widely with the character and the devotion of the teaching and supervising staff of the individual schools.

If I once more took my courage in my hands and ventured upon another sweeping statement I might say that my own observations have shown that the oral method of educating the deaf is most carefully and completely followed throughout the world by schools under the conduct of female religious orders. The truth of this generalization is in no way refuted by the fact that the best oral schools known to me are not conducted by any of those orders.

There is something about the personal devotion to duty and to childhood that is required by the successful teacher of the deaf by the oral method that is peculiarly characteristic of the nun and which is beautifully put into practice by those devoted women who seek no other recompense in life than the consciousness of duty done and good accomplished. In addition to the unfailing faithfulness with which they employ speech in all their communication with their pupils and charges there is usually a spirit of spontaneity and affection between pupil and teacher and supervisor that is beautiful. This, added to the immaculate cleanliness, perfect order, and wholesome living conditions almost invariably found in schools under the direction of nuns, much more than counterbalances, in my opinion, the somewhat limited educational field covered in some instances.

I can not speak in the same inclusively admiring terms of the schools I have visited that are conducted by male religious orders, where the actual teaching is done by men and not by nuns under the direction of a priest.

I am equally unable to speak with general admiration of the government schools of the world, where the teachers and directors are government employees. There is a blighting and stultifying effect evident in all such institutions that is both unfortunate and hard to explain.

After 37 years of intimate association with the education of the deaf I am profoundly impressed with the belief that there are few, if any, human activities whose success depends so entirely upon the character and personality of the individual engaged as is the case with the education of the deaf by the oral method. May I state once more my definition of the oral method as that method of educating the deaf in which no use is ever made, during the entire educational period, by an employee of the school of the sign language or finger spelling in communicating with the pupils. Unless the conduct of the school lives up to this definition it is not, in my esteem, an oral school, and it is with this in mind that I have used the qualifying words "theoretically" and "officially" in my general statement concerning the method employed throughout the greater part of the world. I am a whole-hearted believer in the oral method when it is conducted in accordance with my definition, but, like "liberty," many sins are committed in its name.

My study of foreign schools has convinced me that we who must conduct our schools in the English language suffer from a severe handicap in the teaching of speech as compared with those who can work in Italian and Spanish. The articulation problems involved in the correct utterance of those languages are very simple when compared with the number, complexity, and random character of the English sounds and the pronunciation of English words.

I myself found the average articulation of the pupils in Italian schools clearer and more intelligible to strangers than in schools where English was the language. If I made a statement of personal opinion as to the average clarity of speech of the deaf in schools of different nationalities I think it would follow this order: Italian, German, Spanish, French, English. As I am not familiar with Scandinavian and Russian schools, I can not assign a position to them.

I am always full of fresh interest whenever I enter a school I have never visited, for each school has an individuality of its own and differs in some re-

spects from other schools. Frequently I find some device or arrangement that is of special interest, perhaps for its desirability, perhaps for its undesirability. I might mention here a few of the things that could be usefully adopted in our own country.

The most broadly important innovations, in my opinion, that I have met with that does not exist in the United States are the public day schools for the partially deaf that have been established in London as part of the county council educational system and in a few other places by local education authorities. The idea is to provide these schools eventually for all the partially deaf pupils with whom it is possible to communicate to some extent by ear, and also by those pupils who have become deaf after language and speech have been acquired.

That would leave the other special schools for the deaf for the use of the totally, congenitally deaf, who present a somewhat different and more difficult educational problem. The theory upon which these schools have been established is excellent, although that theory has not as yet been fully lived up to, and very many partially deaf and adventitiously deaf pupils are still found in the other schools for the deaf in London and elsewhere in England, and those schools are very reluctant to give them up.

They are also beginning in England, as we in the United States are beginning, to pay more attention to the "hard-of-hearing" children in the public schools, but that phase did not seem to me any further along, if as far, as it is with us.

In England, too, they have, what we most certainly should have, a school exclusively for the feeble-minded deaf.

Another thing that I found in operation in some of the London day schools might, I believe, be very wisely adopted by our own city schools. This is a "school journey," as it is called, that is taken each spring to some place in the country or at the seashore. The expense is partly defrayed by the county council and partly by funds earned by the pupils by making fancy work, candy, toys, etc., for sale. The prospective outing, which usually lasts about two weeks, is used for months in advance as an incentive to practical language work, and a great amount of live language is taught both during the outing and after it is over. A set of books prepared in one school by and for the pupils in preparation and in recording the trip was one of the most effective language helps I have ever seen. I consider this whole scheme one of the most valuable things in the whole London County Council work for the deaf.

The division that is made in the London County Council schools for the deaf of the pupils up to 13 years of age and those from 13 to 16, seemed to me excellent. Up to 13 the school work is almost wholly intellectual and both boys and girls are taught together. At the age of 13 the girls are sent to small residential schools and the boys to other residential schools, and there a considerable portion of each day is devoted to the teaching of trades. I was especially impressed with the manner in which the language work was correlated with the trade teaching in one of these schools for older girls, showing how successful such correlation can be if intelligently carried out.

In one of the London County Council schools I saw a clever application to the teaching of speech to the deaf of a characteristic of certain gas flames that has been familiar to the physicist for many years. Those who attend the conference in London this summer will see this demonstrated by the same clever young lady who spent an hour showing it to me. These flames, when properly adjusted, respond with surprising sensitiveness to definite pitches and definite qualities of sound. This characteristic action can be made very evident to the deaf child and will occur whenever he makes a tone of the desired, or undesired, quality. I believe a technique can be worked out that will be of real service in improving the quality of voice of our pupils and increasing the flexibility and inflection of their speech.

In a school in Naples each child is supplied with a tiny windmill of simple construction that is made very useful in developing lung power and breath control. I described this in my account of the school that appeared in the *Volta Review*.

In the largest and oldest of the institutions for the deaf in England I was delighted to find four small cottages, perfectly appointed to house 15 little deaf children each, together with their teachers and house mothers and the necessary schoolrooms. They are four complete and lovely homes where these 60 little deaf children from 5 to 8 years of age live and learn under practically normal family conditions. My only regret was that these conditions were not extended to the other 450 pupils in the institution.

I found in a few European schools an exploitation of the labor of the pupils for the profit of the institution that aroused my anger and contempt, but I am glad to say it was rare. Usually the time of the pupils, when used at all, was for their intellectual or trade training, and where any profit accrued from the sale of articles made it was at least shared with those whose labor produced them. There seemed to me a great deal of "lost motion" in the operation of many of the institutions and a sad waste of precious hours that might have been made permanently profitable to the children either in intelligently planned play or in work.

Standards of living and of sanitation are much lower in all parts of the world than in the United States, so that, though in many instances the living and teaching conditions in the schools seemed very crude and limited, the relation to the general standard of the community was not very different from the relation of conditions in many of our own institutions to the average living conditions of their locality in the United States.

I did not find that the quality of educational success was always proportional to the material equipment. Some very excellent results were produced with very limited and antiquated equipment, and I was more than once impressed with the truth of the remark once made about the great educator, Mark Hopkins, that "Hopkins on one end of a log and the student on the other made a very efficient university."

There is a certain similarity about the education of the deaf all over the world, but, unfortunately, no standardization has been attained. This, I think, is the greatest need. A standardization and then a gradual raising of the standard. I think the average standard, both of education and of equipment, is higher in the United States than elsewhere, but here, as well as everywhere else in the world, there is a painful lack of uniformity in what constitutes a school for the deaf. I believe this standardization must begin with standardizing the training and requirements for teachers and the provision for more as well as better teachers. The foundation upon which this must rest is better pay and better working and living conditions for the teachers, in order to attract the type of persons needed and to retain them in the profession.

I think there should be established some organization that is officially recognized by the convention, the American Association, the Society of Progressive Oral Advocates, and all other organizations interested in the education of the deaf, as authorized to hold examinations at fixed intervals and give certificates to teachers passing the examination, and that the teachers who hold that certificate should be entitled to the highest pay given for the grade taught, and years of teaching in the school in which they are employed. Other teachers who have not passed the official examination may be employed, but at a less salary, thus giving teachers an incentive to fit themselves to pass the examination officially set by the organization created jointly by the leading groups connected with the education of the deaf. Such an official examination would tend to compel the various training organizations to standardize their courses in order to fit their graduates to pass the examination and so be in a position to receive the highest salaries.

This arrangement is now in operation in England and I think bids fair to prove of great value in improving the quality of their teaching body.

The first step toward this end in the United States would seem to me to be the securing from each school for the deaf a promise to recognize the certificate given by an organization created through joint action of the leading organizations of educators of the deaf by giving the highest salaries paid for a given grade to teachers holding that certificate. Once this promise has been secured the organizations could choose a joint committee authorized to organize the examining board by which the certificates would be issued.

When we have an adequate supply of adequately trained and standardized teachers for our schools we can begin to standardize the curriculum and more accurately classify the school.

I won't develop the idea now, because this is not the proper time or place, but I would like to leave it with you for consideration, in the hope that it may lead to some action along this line.

I can stand here and tell you little stories of things that have happened to me in various parts of the world in connection with schools for the deaf, or I can answer any questions that you would like to ask me. Have you any questions that you want to ask?

Mrs. KELLY. A question that is in my mind, from what you have said in your paper, is why were these four cottages set aside in England for the

teaching of the deaf and then so many other pupils were placed in another environment?

Mr. WRIGHT. Mrs. Kelly, for lack of money. The same reason, I think, largely, why we don't do it in our own country. All the pupils would be housed in small units if they felt they could afford it. The Margate school, to which I referred, is the oldest, perhaps the wealthiest and largest of the schools for the deaf in England, and it has a Scotchman at its head. I was rather amused and interested when I went to England to find how considerable a portion of the English schools are in charge of Scotchmen, and I could understand the truth of what they say in England, that the reason there is no agitation for home rule in Scotland is because England is ruled by the Scotch. [Laughter.] This Scotchman has taken advantage of every opportunity that came his way in the 20 years he has been there to enrich that institution. And it is not all his fault or all his credit, but part of it is.

One thing that happened to them did not sound like a blessing at the time. Margate is in the direct line from Berlin to London, and you probably know that that line was followed during a period not long past by people who left very disagreeable cards as they passed. These bombers as they came from Berlin to bomb London always dropped a few as they reached Margate, at the edge of the channel, and as the school for the deaf was the most prominent object in the landscape, although it had a huge sign on its roof that said "Hospital," they managed to drop something like 50 enormous bombs within its grounds. Mr. White told me there was no other place in England to which they could take their children, no place adequate in size, that was not required for war purposes, and so they had to stay in Margate throughout the entire period of the war, and as many as 50 times—and more times when the siren blew and nothing happened—they brought all their children out of their beds to the long corridors down the center of the great central structure, on the sides of which and in the windows were sandbags, and they let them stay there until the siren blew again, to say that the Boche had gone home.

The reason why I tell you that now is because Margate sank from a summer population of 150,000 and a winter population of about 50,000 down to a scant 15,000 population, and real estate was offered to anyone who would come along and pay anything for it. Then this Scotchman at the head of the school took his board of directors by the throat and compelled them to buy every piece of real estate anywhere around the institution that came into the market. Of course the moment the armistice came, up went the price of real estate in Margate, and the institution had acquired all the ground around it. Ten acres fronted on a 40-acre park; that was the last 10 acres that he got, and he had a hard time making them buy it. He said, "Look here, here's 10 acres, and with that 10 acres you get 40 acres; how foolish to let it go." So they finally got the 10 acres fronting on this 40-acre park which can never be taken away from them.

Then another little plum was dropped in his lap. The Margate school, as you know, was originally in London. Part of it was moved to Margate and part remained in London, but finally they moved it all to Margate. During the time that part of the school was in London there was a tanner who had a tannery not very far from the old Kent Road. They never saw the tanner and they didn't know that he existed. I suppose they knew the tannery existed, because they could smell it. But the tanner saw the school and he saw the children, and when he died he left some shares in that tannery to the school, much to their surprise. Those shares lay in their strong box in London for years with practically no value. They had a small return each year from them, but not much. The war came, and up went the value of that tannery to the sky, and they sold their shares for a clean net profit of the equivalent of \$250,000. They had almost finished, when I was there, one of the most beautiful swimming pools I have ever seen, and it has been paid for by part of this \$250,000. It is a beautiful, tiled, swimming pool as long as this great room and about 35 feet wide, and back of it is a series of dressing rooms in white and blue tile with every convenience that you could ask for in the finest Turkish bath in New York.

If you had gone to the conference in London this summer you would have been taken down to Margate to visit this school, and as you went into the great foyer you would have seen a group of cases with very handsome silver cups, some of them 2 feet tall, some of them smaller, and each cup has on it the name of the donor. Many of them also have the name of a "house."

Now, Mr. White has 450 pupils packed into the typical institutional environment, which I don't like. He has also four cottages for 60 little children, paid for out of some things he has had Scotch thrift enough to gather in. He has 450 pupils in an institutional environment, but he realizes he has got to have some sort of group "esprit de corps"; so he divides them up into "houses." I was deceived at first. I saw a big cup, the biggest, which was offered for thrift—you might know he is a Scotchman—and it has been won by a certain "house." I said, "What house is that? One of those small cottages for the children? Did the babies win it for thrift?" "Oh, no," he said, "'house' simply means a group of my pupils in the dormitories and in the dining room. We call it a 'house,' and we have a series of"—I think he told me—"six of those groups in the 450." He very carefully "weighs" these groups as he makes them up, and assigns to one house a smart pupil and to another house a dull one. He keeps that balance in his own head, so that no one house is going to walk away with all the cups.

But the thing I was getting at is that each one of these cups, each one of these medals and prizes, has the name of a director on it as the donor. I noticed one of the names had recently been changed and I said, "What happened to that?" He said, "He died." "Well," I said, "Isn't he any longer a man of honor here, and doesn't the estate present the cup?" "Yes," he said, "they would, but, you know, I have discovered that it is much better to have a living donor. We get more prizes than we do from the dead one." [Laughter.] So whenever a director dies, he gives the house and the cups the name of the living director who takes his place. I tell you it takes a Scotchman to think of everything.

I didn't mean to speak of the English schools particularly. Let us take a jump of ten or fifteen thousand miles to Japan, and I am sure you will be pleased to imagine yourselves on a cool, rainy day, if you can imagine it to-day, for that was the kind of day on which I saw my first school for the deaf in Japan. Curiously enough, as you know, everything is topsy-turvy in the Orient. It takes a rainy day to make Japan blossom into a blaze of color. On a sunshiny, pleasant day the Japanese women go about the towns in sober gray or brown kimonos, and everything is rather drab, except for the signs, but on a rainy day the women roll up that outer gray or brown kimono and reveal to your sight the most gorgeous under kimonos of scarlet, green, yellow, purple, and every color of the rainbow. They also bring out their particularly colored, varnished paper umbrellas, which, if carefully handled, are thoroughly waterproof. As I got into my ricksha and my little brown man padded down the muddy street, it was like looking on a garden of flowers with all these gay kimonos and these bright umbrellas. But I never quite became reconciled to being pulled about by a man instead of a machine, a horse, or an animal of some kind. I never quite got over the feeling inside that it wasn't right. I am glad to say that the ricksha is disappearing from the East, especially from Japan. To-day in Tokio you will hardly see one in the European quarter, and not so many in the native quarter. In Koto, which is the Japanese city, heart of Japan, they are growing less and less numerous and their places are being taken by the very prosaic Ford and motors of all other descriptions.

Well, my coolie padded along, his feet, protected only by a mittenlike sandal, the "tabi," splashed silently and softly through the mud. By and by he stopped before a high wall and I went in at a narrow door and found myself in an open space. I went on to another door, and as I passed I looked down a long narrow corridor and it seemed to me all the wooden clogs in the world were there piled up, hundreds of them on both sides, rainy day clogs, the high wooden clogs—and the closed umbrellas. They were the clogs and the umbrellas of the pupils of the school.

I was very cordially received and every courtesy shown me. At that time in Japan there was no effort whatever to teach speech in any Japanese school, nor was there any effort to preserve the speech with which many of the pupils entered the school. They excused themselves by saying that because the Japanese language is an ideographic instead of a phonetic language it was not possible to do oral work. But if you have read the Volta Review carefully you will know that on the occasion of my first visit to Japan I had the pleasure of participating in the establishment of the first oral school that was ever in existence in the Japanese Empire, and which, thank God, is still in existence in spite of the great earthquake. And you probably know that recently one or two Japanese women have come to the United States

to be trained as teachers of the deaf, and you also know that the Japanese Government has sent an official observer to study our schools here. I had an opportunity to call the attention of a number of leading men to the fact that, progressive as Japan is in the matter of the education of the deaf, she is not in the forefront of progress. The Japanese are very ambitious and very desirous of being in the forefront of progress, and they at once said, "We are going to take steps to see that we get there," and I think they will.

There is another element that is working now in Japan that is going to help, I think, to revolutionize the educational system of Japan, so far as the deaf are concerned. It is the same thing that has happened so many times all over the world; some devoted parent of a deaf child, seeking the solution of the child's problem, has spread the propaganda to other children.

When I got to Kioto this last time I found on the shores of Lake Biwa, one of the most beautiful bodies of water I have ever seen in the world, in the village of Omi Hachiman, one of the most remarkable fathers of a deaf child that I ever met. I have met mothers of that type, but not very many fathers. If you read the *Volta Review* you will know about Mr. Nishi Kawa and his little daughter, Hamako, whom he has been teaching now for nearly three years, and had at that time been teaching for a year and a half, with the guidance of the correspondence course which I prepared and which my school conducts. He has had extraordinary success with this little deaf child, then 8 years of age, and every day for the weeks that I was in Kioto he brought the little girl to me and I worked with her patiently, he sitting there, and also his elder daughter and another Japanese girl, both of whom he was training to be teachers of the deaf. Every morning they came to my hotel and we worked faithfully until lunch time with little Hamako, and she cooperated and did everything that was asked of her in the most delightful way. That is why she has accomplished so much. Her father had already, before I got there, taught her to speak Japanese quite a little, to read the lips in Japanese quite well, to add, subtract, multiply, and divide; to read and write Japanese after a fashion—not correctly, of course, but quite well. I think she compared favorably with the way our children read and write English. Since I left he has established a magazine in Japanese for the deaf which is called *The Oral Education of the Deaf*. He is taking little Hamako to educational conferences, to medical conferences, to every place where he can meet anybody who is likely to be interested in the education of the deaf, and he is preaching the gospel of speech for the deaf, and lip reading for the deaf, and is going to be a power in Japan just as the result of that one little deaf girl.

Well, that is enough for Japan. Let us take another hop over into India.

In Calcutta I visited the fine, well-equipped school of which Mr. Chatterji is the principal, and Mr. Banerji, of whom many of you know, is one of the leading teachers. It is not so unlike our own schools, although my introduction to it was slightly informal. I supposed, naturally, that, being in the Tropics, and as it was hotter in Calcutta at that time than it is in Council Bluffs to-day, the school exercises would begin bright and early in the morning, before the heat of the day. So contrary to my usual custom, I was on hand about a quarter of 8 in the morning, and I wandered around until I found a very intelligent young Indian who was supervising things in a big general room. But there was nothing stirring and I wandered out into the compound, where I saw a good deal doing, because the boys were out there, naked to the waist, pouring buckets of water over themselves and pounding and pummeling and massaging each other in the most systematic way. They were having a grand time. That was the regular procedure and I discovered that Mr. Chatterji, in all his dignified white robes, and his teachers, arrived at 10.30 in stately style, and school began at 10.30 and continued through the heat of the day and into the afternoon. I stayed through it all, I assure you.

The only thing that I was specially impressed with there, that I wanted them to change particularly, was the nature of their building. They have a room not so wide as this but nearly as long, and their entire school is in that room. There are a few partitions that go up about 6 or 8 feet, but it is bedlam let loose. How anybody can concentrate or teach in that environment I can't understand. I could not myself, but they managed it all well enough, and yet it must be a strain upon them, I think, unconsciously perhaps, because there is constant moving around. The corridors are open, the rooms are not inclosed at all, and anybody passing diverts the attention of the pupils. Of course they

say they do it on account of the climate, but I think they could have a little more privacy and a little more quiet even in that climate.

We will leave Calcutta, where the cows lie on the sidewalks in front of the stock exchange and the First National Bank. You have to step out of their way. In India you don't kick the cow to make her get out of your way. You get out of the cow's way, and you walk very circumspectly around that cow, because it is a sacred cow, and you would be in very serious trouble if you offered any indignity to that animal that lies there basking in the sun on the stock exchange steps.

We shall go over into Central India, where it is still hotter. I stopped in the little town of Ahmedabad, where another father of a deaf child is doing grand work for the deaf in India. This man had a boy who was deaf. He had no way of caring for him except to teach him himself. He is an educated man who speaks English fluently and well. He set about informing himself so that he could teach the boy. The boy died in young manhood. But it resulted in this man's devoting his life to the education of the deaf and starting the little school at Ahmedabad. They are doing a wonderful work for the deaf, and it is a great deal better than nothing, but it does make your heart ache when you see conditions like that and compare them with the magnificent equipment Miss Van Adestine showed us the other day and this beautiful school where we are at present. One little, narrow, two-story building in a hot, dirty, narrow street, with an open square room, its only light coming from the door; another little square room with a large opening between it and the front, and then behind that another square which is the kitchen. And if you could have seen the luncheon that was being served at half past 11, the first food that those children had had that day, to those little children sitting cross-legged on the floor, each with a small tin plate in front of him, and his eyes fixed eagerly on the plate, the Brahmans in the front square, because they can't eat with the other fellows, and can't eat the same things, the other castes seated behind. They have that terrible problem of the castes, not only in class teaching but in trade teaching. One boy can't be a carpenter, because that is too low for his caste; another boy must be a carpenter because it is the only trade for his caste. The complications of it are infinite, superimposed upon all our other problems.

Well, here were these little groups in front, and in the dim background, by the kitchen, I saw a white-clad figure carrying a big bowl. That was the cook, and as he came along down the central space he put his hand into the bowl and dropped a handful of stew in each plate as he went along. Then he went back and got another bowl with something else in it, and he put down another gob of this on each plate as he went along, changing it, as he came to the Brahmans, to another bowl of Brahmatic food. The children sat there waiting for the word of the principal, who stood by.

You know, the oriental says that nobody knows who washed the fork and knife and spoon that the occidental uses, but he knows who washed his fingers. So it is not so bad as it seems, for they eat with their fingers.

Upstairs on the second floor were the same three little rooms. The front room was a schoolroom with three classes in it, three groups of boys and girls sitting on the floor, and the teacher on a little dais, sometimes standing, sometimes sitting. Three classes in a room 15 feet square.

In the next room, a little darker and about the same size, were two more classes. And the back room had two more classes, but it was also a sleeping room for the 24 boys. Around this third room were 24 little tin trunks. Those little tin trunks contained all the worldly possessions of each one of the boys, including his bedding and everything else. At night they would open the trunk, take out the little coverlet and put it on the floor, stretch themselves out on it, and go to sleep. In the morning they would get up, roll it up and put it in the trunk, go out in the yard and pour some water over themselves, and they were ready for the day.

I pass over Baroda, where the Gekwar is the most intelligent of all the native princes of India, the only native State in which education is both free and compulsory. I greatly appreciated his sending his motor car down to the station to get me and putting me up in his occidental guest house, where I had all the comforts that I have at the Grand Hotel in Council Bluffs and some others, though there was a small dusky urchin on the front lawn to throw stones at the big gray apes that often came leaping from the trees.

We will go on to Bombay. I won't stop at the big government school, because, as I said about the Calcutta school, it is more or less like our schools, with some differences, but I want to take you with me to visit Professor Date's (pronounced Dot tay) school for the deaf. I had great difficulty in finding it. My taxicab driver took an hour to run it down, but eventually we found, in a little narrow alley, a gateway which opened into a garden, and my taxicab driver by inquiry learned from some of the people around that if we went through this little garden and up a flight of outside steps into a balcony we would come to Professor Date's school for the deaf. I went in, leaving my cab outside. I went up the stairs, and as I went up and my head came above the floor of the upper veranda open to the garden I heard the patter of little feet and hastened my footsteps just enough so that I caught sight of three little naked brown bodies disappearing around the corner of a door—absolutely stark naked; in another moment I looked at another corner and a pair of bright brown eyes looked at me from a little naked brown body. I looked around at another corner, and there was a little girl. I waited to see what would happen. There was a great scurrying in the dark spaces behind, and pretty soon two of the little boys came out wearing a pair of abbreviated trousers. They didn't pay any attention to me. They scurried by me and down another little corridor. I followed. I thought, "Well, let's see what is going to happen." I was not invited, but I didn't think anybody would mind. So I followed these two little chaps, and in an open sort of alcove I saw a mattress lying on the floor and a man, in rather crumpled white clothing, asleep on this mattress. The little boys shook him and kicked him, and he got up and rubbed the sleep out of his eyes and came forward. He had a three days' growth of beard on his face, but was as cultured and courteous a gentleman as you would want to see anywhere. He spoke perfect English and was as glad to see me as if he had been expecting me all his life and knew all about me. In 10 minutes he had clothed and gathered together the remnants of his school. It was a Hindu holiday and there were only a few of them left. He had them standing up in a row and going through their school exercises at about 50 miles an hour. It was evidently a very hard-bolled procedure. He had it all cooked up and arranged. They knew everything by heart. He just gave them a signal with his finger and away they went. They recited, they talked, they added and multiplied, they subtracted, and did everything so fast that if I had been able to understand their language I could not have followed. But it was a very impressive procedure. Though I could not understand them, I listened and at the same time read the placards around the room. They were very interesting placards. One of them, about 2 feet long by 18 inches high, said "Fifty rupees reward for any school for the deaf that will produce better speech results than Professor Date's school." I didn't attempt to win that 50 rupees.

Another one was divided into two parts; one half of the placard said, "Schools established by the Calcutta method." Then it gave a list of the schools in India that had been originated by people connected with the Calcutta school. The other half of the placard said, "Schools for the deaf established by Professor Date" and there was another list.

I saw with great interest all that Professor Date had to show me, and then I tried to get a little biographical material about the gentleman. I found that he had been a station master at a little country railroad station in India. Station masters in India, in the country, don't have very much to do. There is only a train about 5 o'clock in the morning and another one about 5 o'clock in the evening, or 5 o'clock the next morning. All trains in India seem to start and stop at 5 o'clock in the morning, so he had more or less time on his hands during the day. There was a little chap that played around in the dusty yard in front of the station, and he noticed that something was the matter with him. Finally he discovered that he was deaf. Being a man of real heart and interested in children, and not having very much to do, he made a playmate and a friend of this little deaf child and began to teach him, and he taught him by the oral method. In the course of time he decided to give up his position as station master and go to Bombay and establish Professor Date's School for the Deaf, and he did so, and there it is to-day, and if it had not been a Hindu holiday, instead of seeing half a dozen little youngsters I would probably have seen about 20.

Well, so it goes. I could take you to other places, but I think that for such a hot day we have had quite enough. I thank you very much. [Applause.]

Mr. F. M. DRIGGS. I think I told you this morning that Doctor Mogridge from the School for the Feeble-Minded, will be here Friday morning.

Please remember that those who are Gallaudet alumni are supposed to get together in the corner underneath us here and have supper together this evening.

Also, please remember to be up in time in the morning, to see the demonstrations at 9 o'clock and at 10 o'clock, as they appear on the program. Mr. Booth's demonstration of algebra, which is scheduled for Friday morning, will be Thursday morning in the school building.

Miss ALCORN. The meeting is now adjourned.

(Whereupon, at 3.50 o'clock p. m., the convention adjourned until Thursday, July 2, 1925.)

FOURTH DAY, THURSDAY, JULY 2, 1925

PROGRAM

9 to 11 a. m.:

Demonstrations of class work: "Beginners' letter writing" primary hall, Miss Anna Hallman, Iowa school; "Dramatizing stories," room 1, school building, Miss Anna R. Egan, Iowa school; "Moving pictures in language," room 13, school building, Mr. T. L. Anderson, Iowa school, "Intermediate and advanced arithmetic and objective algebra," room 13, school building, Supt. F. W. Booth, Nebraska school; "Intermediate history," room 11, school building, Miss Mamie Cool, Iowa school; "Rhythm," primary hall, Miss Augusta Haaser, Nebraska school; "Advanced geography," room 20, school building, Miss Lila I. Wendell, Iowa school; "Manual language," room 18, school building, Mrs. Ota C. Blankenship, Nebraska school; Linotype work, printery.

11 a. m.:

Address of the president of the convention, Dr. N. F. Walker, Cedar Spring, S. C.

Brief remarks—

Mr. W. H. Gemmill, secretary, Iowa State Board of Education.

Miss Anna B. Lowther, member of State Board of Education.

Mrs. Pauline L. Devitt, member of State Board of Education.

Paper, "More and better English," Prof. Elizabeth Peet, Washington, D. C.

2 p. m.:

Industrial section, Mr. J. L. Johnson, New Jersey school, presiding. Round-table discussions opened by the presentation of brief papers.

Paper, "The organization and supervision of the industrial department,"

Mr. A. P. Buchanan, Texas school.

Paper, "Industrial work for girls," Miss Mary E. Griffin, Colorado school.

Paper, "Homemaking as a vital part of industrial training for girls,"

Mrs. Margaret W. Elstad, Gallaudet College.

Paper, "Should the school or the shop teach shop language?" H. J. Menzemer, Montana school.

Paper, "Automobile repairing as a profitable trade for the deaf," Dr. W. A. Caldwell, California school.

Paper, "Bookbinding, a practical and profitable trade for the deaf," Dr. J. S. Long, Iowa school.

Paper, "Freehand drawing and applied art as a shop subject," Kelly H. Stevens, New Jersey school.

Paper, "The proper training of shop teachers as the solution of most of our problems," H. M. McManaway, Virginia school.

Discussion.

6 p. m.:

Meeting of the L. P. F., Dr. J. S. Long, presiding.

8 p. m.:

Lecture, "Heredity and environment," Rev. J. R. Perkins, pastor, Congregational Church, Council Bluffs.

MORNING SESSION

The convention reassembled at 11 o'clock a. m., Dr. N. F. Walker presiding.

Mr. F. M. DRIGGS. Miss Adams wishes all of the day-school teachers who are present at the convention to get in touch with her, please, so that she may know how many there are for her meeting to-morrow.

Doctor WALKER. Before we take up the program this morning, is there any special business to come before the convention? If so, we shall be glad to hear it.

There seems to be nothing. Has the vice president any announcements to make this morning?

Mr. GRUVER. Mr. President, I haven't any special announcement, except that I would like to urge everybody to be present this evening at the lecture given by Reverend Mr. Perkins, of the First Congregational Church. Reverend Mr. Perkins has a message, a message that I am quite sure all of you will wish to hear, on the subject of heredity and environment.

Doctor WALKER. You have heard the announcement of Vice President Gruver, and I hope you will be governed accordingly.

We shall take up the regular program this morning. The first item, I believe, is the address of the president of the convention. With your permission, I will read this address. I can assure you before I start that it is not very lengthy.

ADDRESS OF DR. N. F. WALKER, SUPERINTENDENT OF THE SOUTH CAROLINA SCHOOL

Friends and fellow workers, this is the first opportunity that has presented itself for me to express my appreciation of the honor you conferred on me two years ago at Belleville, Ontario, in my absence, by electing me president of the Convention of American Instructors of the Deaf. To be selected from the ranks wherein labor so many able and experienced educators to be the leader is indeed an honor which must bring a feeling of deep gratitude. And for this honor, my fellow workers, I give you my most sincere appreciation.

The first convention that it was my privilege to attend was that held in Indianapolis, in 1870, just 55 years ago. While I have not been permitted to attend all the meetings of the convention since that time, I have been at a large majority of them and have studied carefully the proceedings of those meetings from which I have been detained.

It has been the rare opportunity of your president to have been associated with and to have studied the problems of deaf children for 77 years, and I feel that this entitles me to speak with some degree of authority upon this work of special instruction.

It is an established fact, which, unfortunately, some lament, that the sessions of this convention are no longer accompanied by fierce discussions and bitter wranglings. We have reached that point where we can argue in peace and be convinced in quietness. And those who will benefit most from this condition of peace will be the deaf children whom we love and whom we serve.

During our presidency the enrollment in the schools for the deaf of the United States has increased from 14,878 to 15,463, or an increase of almost 4 per cent for the two years. The number of instructors has increased from 2,092 to 2,179, which also indicates an increase of practically 4 per cent. During the same period our Canadian friends in their enrollment show an increase of almost 5 per cent, but an increase of less than 2 per cent in their teaching corps.

Of the 87 teachers added during the past two years only 13 of them were men. While we have added one teacher for every additional six and a fraction children, we are not bringing into our profession a sufficient number of male teachers. This is a condition that should receive some attention from the members of this convention.

During the two years since we have met our annual expenses for support have increased from \$5,292,000 to \$5,523,000, showing an increase of practically 4 per cent to offset the increase of 4 per cent in enrollment. For permanent improvements there has been an increase during the same period of practically 10 per cent. It will probably do good to look back to 1885, to the earliest statistical records we can find covering the American schools for the deaf. In that year we spent for support \$1,318,500. We were then instructing 7,485 children. The instruction of a deaf child 40 years ago on an average was costing slightly more than \$170 per year, while to-day our average per capita cost is slightly more than \$350. The various States and cities have invested in grounds, buildings, and equipment for educating deaf children more than \$26,000,000.

These facts, fellow workers, should convince us, viewed from the lowest standpoint possible, that we are engaged in a work of great importance. And yet when we view our work from the angle of its educational value it is of far greater importance and the responsibility is sufficient to make even the most conscientious worker become more thoughtful.

A study of these statistics will convince anyone that our schools are not reaching the deaf children of America in such numbers as they should. Though the individual States and Provinces are liberal in the support of these schools of special instruction, and though they are doing excellent work, still there is need of field workers in all States and Provinces and also need of compulsory laws with teeth in them giving authority to the various schools over all children that may be located.

In considering the increase in the attendance upon our schools we must remember that a large percentage of this increase is due to the fact that many of our schools have lengthened the course of study to cover 11 and 12 years of work.

If we are able to interpret correctly the trend of events, there are now in the process of evolution movements that foretell great things for the deaf children of this generation.

First, and we believe the greatest, is the movement toward amalgamation of all those engaged in the education of the deaf. This amalgamation will be possible provided we are all seeking the same goal and provided all methods used in reaching this goal are honorable and appeal to the sincerity of those using them. The best army

can not be composed of foot soldiers alone, nor of cavalry alone; it must be made up of at least four divisions, but they all fight the common foe and victory rests upon all alike. We are pleased in this connection to state that progress is being made toward a liberal union of our forces.

During the convening of our last convention, the conference of superintendents and principals, after a full discussion of the entire question, requested the then president of this convention, Dr. Percival Hall, to "appoint a committee to meet jointly with committees from the various other organizations, provided they in turn choose to discuss such union." Acting under this request, President Hall appointed the following committee to represent the convention: Dr. Augustus Rogers, chairman; Dr. A. L. E. Crouter, Dr. Charles R. Ely, Dr. A. H. Walker, and Mr. T. C. Forrester. The committee representing the association on this question of amalgamation is composed of the following: Dr. A. L. E. Crouter, chairman; Dr. Caroline Yale, Dr. J. W. Jones, Dr. Percival Hall, and Mr. Frank M. Driggs.

At St. Augustine, Fla., at the meeting of the conference of superintendents and principals, the committee on amalgamation representing this convention presented and had passed a lengthy resolution closing with the following:

Resolved, That a recommendation be made for the appointment of a special committee from each body to meet together at the Iowa convention, in 1925, to consider the advisability of holding a joint session of the three bodies above mentioned (the convention, the association, and the society) at some future time.

We have gone into this question at length in order that you may have the entire matter before you and in order to bring it before the convention in a prominent way, as we feel that this is one of the most important questions that will engage your attention at this convention. We do not believe that the best interests of the deaf will be served by an occasional coming together of these three divisions or bodies. We believe that there should be organic union with a liberal adjustment of methods. Every educator should feel that he is moving toward the best goal and that he is employing the best method to attain this goal, but he should be willing always to study and investigate the methods of him who runs a crosswise course leading to the same goal.

We hope that no one yet feels that the education of the deaf child is a completed science; we have but made a beginning. It is for this generation to move forward, calling to its aid the best thinkers in the scientific and educative circles. We have accustomed ourselves too long to the thought that ours is a problem to the solution of which the scientific world can bring us no help or assistance. This thought should from now on be a thing of the past. The scientific world is ready and anxious to come to our aid if we will but present our problem to it in an intelligent way.

The next movement now under way that we feel is of great importance for the advancement of our work is that undertaken by the National Research Council. We should all appreciate, and no doubt we do, the generosity of this body. This research council is studying for us, through agents who are thoroughly in sympathy

with us, our work and equipment, and should be able to broaden our knowledge and possibly in many things change our viewpoint. We will have a partial report from an agent of this council during the latter part of this convention and we ask for a careful study of this report. Isolation means ignorance, and this survey should largely obliterate our isolation. When two schools are planted close to each other there is sure to be competition and there should be a friendly rivalry. This survey should bring us close together through its report.

This research council, through its survey, should build up for us the ideal or 100 per cent school and thereby give us a standard for judgment. We can then deliberately set ourselves to the task of elevating our schools toward this ideal or standard and we should perfect this work as rapidly as local conditions will admit.

No system of education is complete that does not provide for a course of instruction from the first grade through to a college degree. It is not expected that all will be able to take advantage of the opportunities offered by the high school or the college, but a certain per cent will, and full arrangements should be made for those who can and will take advantage of a college or university course.

Using the percentage of attendance in normal schools as a basis, Gallaudet College should have an enrollment of at least 450. But when we take into consideration that the average home will make greater sacrifice for the higher education of a deaf member than for that of a normal one, we must conclude that there should be to-day in Gallaudet College at least 750 young men and women.

Frankly, we believe the best interests would be served if Gallaudet College were converted into a university, giving courses in technology. Practically every State in the union and every Province in Canada are offering to a limited number of young men and women a college education free or at a greatly reduced expense, and we believe that each State and each Province would be willing to do the same for its deaf boys and girls. In addition to this, we believe that the National Government could easily be induced to equip Gallaudet College for this larger field of usefulness.

In this argument we have reasoned on the supposition that the deaf are better educated in a college definitely adapted to their needs than in a college for normal youth. We believe that this question has been abundantly answered, supporting our supposition by the records of the various graduates.

One southern school has made the ruling that diplomas will be given only to those boys and girls who successfully pass the entrance examination for Gallaudet College. This is a step in the right direction, and if made a general rule in all our schools it would hasten the day of a uniform course of study.

We are glad to note that the deaf are winning in their fight to maintain their right to drive automobiles. While this may not seem an important question to some, we feel that far more is involved in it than the mere driving of automobiles. To prohibit the deaf from driving cars is, in the mind of the public, to stamp them as inferiors. We beg here to caution all the deaf who are drivers of automobiles to exercise extreme caution, for you are still on trial,

and one serious accident will greatly hamper the ultimate settlement of this question fully in your favor.

We are hoping for the day to come when we will have an adequate supply of well-educated, well-trained, and well-disciplined teachers for our oral and our manual departments. That day will come when the schools demand it, but this demand must be written in dollars and not in cents. We must face the fact that the education of a handicapped child demands less handicap on the part of the teacher. And if we are to secure the services of teachers without handicaps we must pay the price.

The report of the committee on necrology will no doubt cover fully this field. Still there have passed from our ranks three men whom this convention has delighted to honor and who have been an honor to it. We refer to John Robert Dobyns, James Nolly Tate, and A. L. E. Crouter. At our last meeting in Belleville they were active in our councils and gave utterance to thoughts that advanced our work. We all loved these three men and are sad to-day because they are not with us.

Early in the year we deemed it wise to appoint a program committee to have general charge of the program for this meeting. On this committee we appointed the following: Supt. Frank M. Driggs, chairman, Supt. F. W. Booth, Supt. E. A. Gruver, Supt. E. S. Tillinghast, and Dr J. S. Long. We did this, feeling that it was a wise move, and we are sure that you all will agree with us now that you have seen the work of this committee. We wish to express our appreciation and the appreciation of this convention for the work done by this committee. In this connection we wish to state that your vice president has been very active during the past two years assisting your president in all ways possible, and whatever success this convention is enjoying is due largely to his activity.

In closing I wish again to thank you for the honor you conferred two years ago on me and the school I represent by elevating me to the presidency of this convention. I have spent my life laboring for the uplift of the deaf and have found it a work that repays a hundredfold for all the love and intelligence one can put into it.

Mr. W. L. WALKER. Mr. president, I move that that part of the address that deals with the amalgamation of the various bodies be referred to the committee that has that in hand, and that that part of it which deals with Gallaudet College be referred to the committee on resolutions.

Doctor JONES. I second that motion.

Mr. F. M. DRIGGS (presiding). You have heard the motion. Are there any remarks?

All those in favor of the motion to refer these two parts of the president's address to these two committees will please raise the right hand. The motion is carried unanimously.

Doctor WALKER. We have the honor this morning of having with us Mr. W. H. Gemmill, secretary of the Iowa State Board of Education. We also have with us two members of the board, Miss Anna B. Lawther and Mrs. Pauline L. Devitt.

I now have the pleasure of introducing to you Mr. W. H. Gemmill, and will ask him to introduce the lady members of the board.

ADDRESS OF MR. W. H. GEMMILL, SECRETARY OF THE IOWA STATE BOARD OF EDUCATION

Mr. GEMMILL. Delegates to the convention, ladies, and gentlemen, two years ago at Belleville, Canada, at the meeting of this association, it was my pleasure to extend an invitation on the part of this institution and the superintendent, Mr. Gruver, and the school for the deaf of Nebraska and its superintendent, Mr. Booth, to you to come this year to Iowa. I believe we promised you a number of things. I hope all of them have been realized. I believe I promised you at that time that Iowa sometimes had hot weather.

Doctor WALKER. You didn't promise any hotter weather. [Laughter.]

Mr. GEMMILL. Well, I am not going to speak about that. I was very much afraid on Sunday, Monday, and Tuesday you were going to be disappointed, but yesterday I know that my promise was fully realized, that the promise was made good. We sometimes have hot weather in Iowa. [Laughter.]

I also promised you, I believe, that in this State, where the tall corn grows, you would have bacon. I believe it was our good friend from the New York City institution who was very anxious that bacon should be provided. I hope that Superintendent Gruver has fulfilled that promise to the satisfaction of everyone. [Applause.]

I was very sorry I could not be with you on Monday evening. Conditions, however, about which I need not speak, prevented my being here.

Perhaps just a word about the organization would not be amiss. Iowa nearly 20 years ago—nearly 30 years ago, I should say—organized what was known as the Board of Control of State Institutions—I believe this State was a pioneer in that movement—to consolidate all of the institutions other than the educational or so-called educational institutions under one board. Within a few years our law was copied in whole or in part in other States. The measure was so successful that some years later, in 1909, the general assembly placed the three institutions of higher learning under a single board known as the State Board of Education. Two years later the school for the blind was transferred to the same board, and a few years later, in fact in 1917, this school, the management of this school, was likewise transferred.

At the present time the State Board of Education has charge of the State University, located at Iowa City; the State College of Agriculture and Mechanical Arts, at Ames; the State Teachers' College, at Cedar Falls; the School for the Blind, at Vinton; and the School for the Deaf, at Council Bluffs.

The board is composed of nine members appointed by the governor and the nominations confirmed by the senate. These persons serve really without pay, with a very small per diem. At the present time the board is composed of seven men and two ladies—Miss Lawther and Mrs. Devitt. The two lady members are on the platform, and it is my pleasure to present to you Miss Lawther, who will speak to you. [Applause.]

ADDRESS OF MISS ANNA B. LAWTHER, MEMBER OF THE IOWA STATE BOARD OF EDUCATION

MISS LAWTHER. Teachers of the deaf of our country and Canada, it is a great pleasure to welcome you to the State of Iowa. We of Iowa sometimes resent something. Years ago I was asked if I would be president of a State organization in case I could get the election. I said to a Philadelphia friend, "I don't think I could do it. How could I look after 99 counties?" And she said, "Certainly there aren't 99 counties. Why, New York has only 64 and Pennsylvania 67"—or the other way—and I said, "Well, I don't know much about what New York and Pennsylvania have, but I happen to have learned from the geography of Iowa that we have 99 of them, and I can show you a little postal card with them all named on it." "Well," she said, "if you have it is altogether too many." Then when I came back to run for the office I discovered something else very interesting about my State. I discovered that we had something like 10,000 more square miles than either New York or Pennsylvania, and we were entitled to a third more counties, but the reason we don't show up in the country as having that large area is because the atlases and nearly all the geographies succeed in putting the State of Iowa on one page, and it takes two pages to hold Pennsylvania or New York. [Laughter and applause.]

When Mrs. Devitt and I came on this board we were much interested in the three other institutions of higher learning, but we were especially interested in the two schools, the one in Council Bluffs and the one at Vinton. It was our privilege to be sent east to see the schools for the deaf and schools for the blind between Iowa and Boston, and I believe we visited some nine schools for the deaf. It was a very interesting experience, and now that I have come back I think more of the education of the deaf rather than of the deaf. I wonder if we haven't too long looked upon the deaf people as requiring something very different in the type of education, and when I hear people, as I frequently do, speak of the changes in education that have come in all the public schools from the kindergarten and even to the preschool child, I wonder if the education for the deaf has kept pace with all these things that the departments or schools of education are bringing to the other schools, perhaps more rapidly than they can absorb them.

I think the schools for the deaf have advanced tremendously. At least they told us in the different schools, "We used to do this, and now we are doing it another way." There are so many new things in all education that I am afraid we shall have to take and choose and try to pick the right thing.

Only yesterday I sat in a conference where Professor Hall, of Iowa, spent some time telling how spelling books had been improved and how they arrived at this method of improving spelling books. "Why," he said, "We began with a thousand words that we ought to know, and then five thousand that we ought to know, and we have put out of the spelling books those words that are not used at all." I think that is one of the things we will have to begin to learn in regard to the teaching of the deaf, just how much people ought to

know, at a certain stage of understanding, of the world in which we live.

Then I heard Prof. Glenn Franklin, president elect of the Wisconsin University, give his 14 points. I won't try to give them, but one of the things he dwelt on was that education must be free, and that the mind must be disciplined. I think we sometimes in this country have undertaken to educate the hands, and that the mind has not been sufficiently disciplined.

I shall not talk any more on this subject, because I am not an expert at all; I am just quoting other people, and perhaps misquoting, but I do want to welcome you to our State and to our school, of which we are all very proud. [Applause.]

Mr. GEMMILL. I now have the pleasure of introducing to you Mrs. Pauline L. Devitt.

ADDRESS OF MRS. PAULINE L. DEVITT, MEMBER OF THE IOWA STATE BOARD OF EDUCATION

Mrs. DEVITT. Workers and educators of the deaf, it has been said that Iowa is a large and happy cornfield, dotted over with Carnegie libraries and half-turned hogs, which latter are exchanged when ripe, by their owners, for automobiles and radios. [Laughter.]

Iowa's people wear last year's clothes rather extensively, but they read this year's books, and they inaugurate next year's political and social improvements. [Applause.]

Iowa, then, "where the tall corn grows" and the pavement ends, is particularly proud to welcome the educators of the deaf. In our State we do not incarcerate our deaf children in asylums. We don't herd them in great barren institutions. We try to offer to every child, handicapped more or less by the lack of hearing, the best training that can be given, and at present that training is, as you know, under the supervision of an educator who is peer to any that our country can produce. [Applause.]

Doctor WALKER. I am sure that the membership of this convention will be behind me when I offer our thanks to these members of the board of education for their words of welcome to Council Bluffs, and I can assure them that all of the things that were promised the members of this convention if they would come here have been found here on the table for us.

Next on the program is a paper by Miss Elizabeth Peet, of Gallaudet College. I am sure that this name brings to us older members of this convention a word that cheers us in our work. We will now be very glad to hear Miss Peet deliver her address. As I say, the older members of this convention, and the younger members as well, remember the names of the Gallaudets and the Peets. [Applause.]

MORE AND BETTER ENGLISH

By Prof. ELIZABETH PEET, Washington, D. C.

This title is not of my own choosing. The chairman of your program committee, in writing to ask me to contribute something toward the program, rather jokingly suggested that I would probably choose this particular subject. At least I took his suggestion as a joke—at first. It seemed such a tremendous subject for any one teacher to handle. Then as I thought about it, I came to feel that, after all, "More and better English" is one of the chief goals

of every teacher of the deaf. It has been discussed in this country for over a hundred years, and we are no nearer a solution of this problem than our grandfathers were—if, indeed, we are as near a solution as they. Personally, I have known a large number of the well-educated deaf persons of this country. My entire life has been spent among them, and when I compare the English of our pupils of to-day with that of the older graduates of our schools it makes me feel very humble. What is it that we lack in our teaching to-day? For it is evident that we do lack something—our results show that. And so if, in any way, I can add my mite toward answering this perennial question of how to give our pupils more and better English I shall be glad to try.

In an experience of 25 years of teaching languages at Gallaudet College the two things that have impressed me most in our students, especially those fresh from the schools, are lack of thinking and the erasing habit.

Practically all our language work at college is done by writing. Often it is done on paper, outside of the classroom, and then copied on the blackboards during recitation period when criticisms are made by the teacher, and corrections are entered into the students' notebooks. Wherever possible the teacher simply underlines the mistake on the blackboard and the student corrects it himself. He is usually able to do this. A very large number of the mistakes are habitual, and there is no necessity for their being made—they are the result of lack of thinking.

Frequently, for the sake of variety—for one of the deadly sins in the teaching of English is to make class work monotonous drudgery—our students are assigned subjects and asked to write on the blackboard with little or no preparation. Then it is that the erasing habit comes into play. Armed with a crayon in one hand and in the other an eraser, for apparently the latter is as mighty a weapon as the proverbial sword or pen, the student rushes for his favorite blackboard and without stopping to think at all proceeds to write and to erase. Some of the results are marvelous. The very angels would weep over them.

Great was the dismay that spread among the members of my class in English last winter when the edict went forth banishing all erasers from the classroom and requiring each student to spend at least five minutes by the clock in careful, if not prayerful, thought before writing a single word on paper or blackboard. But their wrath turned to interest when I told them a little incident of my own early training in English. Perhaps you will pardon me for repeating it here, as it has to do with my father, of blessed memory—admittedly one of the greatest teachers of the deaf that America has produced. His own command of English was unexcelled. I had the very great privilege of acting as his secretary during the last four years of his life. It was after his retirement as principal of the New York Institution for the Deaf. He had a voluminous correspondence and for the first time in his life unlimited time at his disposal. It was in the days before typewriters, and I knew nothing of shorthand. I well remember how he would sit at one side of his big desk, that is now in my classroom at Gallaudet, and I would sit at the other side. It seemed hours, sometimes, to the young girl before the father spoke a word. He would sit there, thinking, thinking, smoking, puffing at his cigar, still thinking, then suddenly he would begin to dictate a flow of language so smooth, so clear, so elegant that on being read aloud afterwards not a word would have to be changed. The girl sitting opposite, pen poised for instant action, became so inspired that she, too, was eager to do her best, and so the daily task became a sort of game of friendly rivalry between these two, and when the letter, or whatever was being written, was completed, the mere mechanical side was a fitting setting for the harmonious language—there were no blots, no erasures, no misspelled words. It was not necessary to make a copy. And now, 30 years later, that same game of language is being played again, on opposite sides of that same old desk, with a teacher and pupils each trying to produce work that will have few mistakes and no erasures. We often fall short of our aim, of course, but that aim must be high in order to succeed.

I believe that anything that is worth being written at all is worth being written well the first time. There should be no "rough copies," no careless, habitual mistakes. Let us form the habit of correct language. It is possible, if we start out right, but it requires eternal vigilance on the part of both teacher and pupil. There must be no indifference on either side.

Some one once said that language is for the purpose of expressing thoughts. If there are no thoughts, how can our pupils produce language? There is a kind of mental laziness among the deaf, due to their early period of semi-isolation before they go to school and learn to communicate with their fellow men. We must shake them up mentally, and keep them alert all through their school days, or the deadly torpor of mental inactivity will overcome them. We must stimulate their imagination. We must make them think and then, thinking, they will burst forth, if not into song, like the poet, at least into expressive and idiomatic English.

This question of stimulating the imagination is a very grave one. The hearing child, from his early infancy, absorbs stories without realizing it. His mother sings him lullabies or tells him fairy tales. He learns all about the childhood of the little Jesus. His very prayers at his mother's knee draw on his imagination. He goes to Sunday school before he goes to real school. When he starts in at the latter he already knows all about it from hearing his older brothers and sisters or playmates tell of their daily experiences. They probably "play school" at home. Perhaps he has even been taken to visit the school and knows the teacher. He is eager for all the new experiences that he knows are to come to him. But the lonely little deaf child is cut off from all this. What does he know of stories and songs and schools? His earliest impression of school is a huge place where he is deserted by his father and mother. No one has ever prepared his imagination for such a place. How could anyone? His language at this time, if indeed he has any at all, before going to school, is confined to the names of familiar objects and to expressing his merest wants. When we appreciate all this, isn't it a wonder that the deaf learn anything at all? Ought we not to be thrilled by the possibility of rousing their latent imagination and of leading them step by step, patiently, oh very patiently, into the light of knowledge? Without this quickening of imagination it seems to me they can never grow intellectually. It is because of this dormant imagination that they fail to project themselves, as it were, into other times, places, and conditions than their actual present surroundings, and so their reading, their thoughts, and their resultant language are too often "stale, flat, and unprofitable."

One of the most delightfully responsive students I ever had was the great-granddaughter of Thomas H. Gallaudet. She was congenitally deaf, but had been blessed (for under the circumstances it was a blessing) with a grandmother also congenitally deaf. This grandmother was known among all her friends as a most graphic signmaker, and entertaining mimic. Nowadays, were she on the stage, we would call her a dramatic impersonator. She told her little granddaughter all the stories and folklore that most deaf children miss, and by the time that girl came to college she had a remarkable acquaintance with literature, ranging from Mother Goose to Shakespeare. I always felt that her Mother Goose was responsible for her vivid imagination, for the wisest and best deaf teacher I ever knew, Miss Ida Montgomery, herself a deep Shakespearean scholar, used to say that without Mother Goose as a beginning no one could truly appreciate Shakespeare. At any rate, this student was the only member of her class who knew anything about Mother Goose when she came to college, and she was one of the very few who received the mark of 100 in a history examination. Her recitations in ancient history were a delight. There was no dry-as-dust reproducing from memory of the mere words of the book when her turn came. She positively threw herself into those old characters and made them alive once more, and acted out their deeds, even in a written recitation.

I have never taught little children, and I feel that I know nothing about that part of our work, but I have seen other teachers arrange plays based on the reading of their pupils and assign various parts and characters to be acted out till the children were alive with enthusiasm. Their imagination was kindled and they were afire to act out all the stories they read. And this gave an impetus to their reading, which we all know needs encouraging. It is said that the old Hebrews, in Biblical times, had such simplicity of thought and directness of language that no complicated constructions or involved questions came within their comprehension. Their mental processes were aroused only by concrete pictures and stories, hence the beautiful parables of the New Testament. We modern teachers would do well to imitate that way of appealing to the imagination.

Some successful teachers ask questions, and still more questions, and yet not enough. All of us have noticed how difficult it is for the deaf child to answer a question definitely. I believe that is one reason why some of them fail in college examinations. They do not draw on their imagination. Often they have no imagination to fall back on.

I have had considerable experience during recent years in teaching English to foreigners outside of school hours. I find that their mistakes and their methods of thinking are very similar to those of the deaf. The Japanese, especially, invariably answer "no" when they mean "yes," and vice versa. Not long ago I asked one of my Japanese pupils if she had a wrist watch. The question was simply to teach the word "wrist watch," as we were having a lesson on various kinds of timepieces, and I had to point to my own watch to make her understand. She looked puzzled for a moment and then smilingly answered "Yes, I have no wrist watch." Do I hear some one in the audience humming "Yes, we have no bananas to-day"? Yet, why should we not say this? We have learned, and in turn we painstakingly teach Johnnie, that we must not put two negatives together, and then he wonders resentfully why he must write "No, I have no eraser."

One of the finest language exercises I know I found in a French book. I have yet to see it in an English book. It consists of answers, sometimes not full sentences, but perfectly idiomatic phrases, for which the pupil must supply appropriate questions. When my first-year students in French come upon this exercise for the first time, they simply do not know what to do. They have seldom, if ever, met anything like it in English. How can they be expected to do it in French? But if they can only be prevailed upon to use their imagination, helped along by the little French story which they have just read, and on which these questions should be based, they do better than they expect.

Another valuable exercise for stimulating the imagination and for giving practice in the idiomatic phrases of the day is a written conversation. This may be between the teacher and the pupil, or again between two pupils, or between the pupil and an imaginary second person, in which case, of course, the pupil writes both parts. This is also a means of teaching some of the customs of calls, visits, and other social occasions. Though more and more of our pupils are coming to speak intelligibly, there will always be some who prefer to communicate with their hearing friends by means of writing, and they should be able to do it gracefully as well as without embarrassment.

I have used the phrase "idiomatic English" more than once in this paper. We all know what this means, but how many of us succeed in giving it to our pupils? In our eagerness to give them correct grammatical forms are we not prone to err on the side of correctness, like the person who is so erect that she fairly bends backward? We drill on the passive voice, for instance. We must teach it, of course, but the pupil is so charmed with the new form he has learned that he uses it in season and out, mostly out, blissfully unaware that his hearing brothers and sisters are using it less and less. The excessive use of the passive voice is not a deaf-mutism—yet—but it is fast approaching it, in proportion as its use among well-educated hearing persons is decreasing. At Gallaudet we are trying to relegate it to the discard, along with the eraser and the direct discourse and various stilted forms such as "give the book to me" instead of "give me the book," and kindred constructions. The minute details resultant upon action work are necessary evils for a while, but why encourage them any longer than need be? We expect little Willie to write "Miss Blank gave an orange to me. I thanked her. She said 'You are welcome.' I was surprised." But why allow Willie to keep on in a perpetual and habitual state of surprise?

In our efforts to obtain idiomatic English we should not overlook the importance of verb tenses. Few pupils use the pluperfect tense correctly; in fact, some of them have never heard of it when they come to college. It is a great handicap to have to teach it for the first time when we meet it in the first-year Latin. The progressive tenses, also, seem almost unknown, yet they are very idiomatic. "The" and "a," of course, are a source of untold difficulties. The teacher who can work out an infallible method of presenting these two little words to the mind of the deaf pupil in such a way that he will remember their correct use will indeed be a genius. It is one of the things that simply

have not been done. I will not say "can not be done," for that would be to admit failure, and we teachers of the deaf must not admit that.

After all, "genius is but the infinite capacity for taking pains." And one of the pains that teachers of the deaf must voluntarily endure is that of constant repetition. We must take nothing for granted. The hearing child has facts, language, information of all kinds, repeated to him in innumerable forms. Much of this he absorbs almost unconsciously through the ear, without any deliberate attempt on the part of those around him to convey these new ideas. The little deaf child gleans his knowledge through the eye alone, admittedly a slower channel of communication to the brain than the ear, and the eye must depend largely upon the conscious effort of those who love the child sufficiently to speak directly to him. He loses all chance repetitions. We must make those up to him in school. We must explain constantly, and repeat our explanation even at the risk of being tiresome. How often we hear the inexperienced teacher exclaim "Johnny Jones is so stupid! I taught him that very thing last week, or last month, or even last year, as the case may be, and now he can't remember it!" Isn't it rather the teacher who is stupid, when she fondly thinks that one explanation will suffice for all time? The very simplest things are the biggest stumbling blocks to the deaf child, because the teacher takes it for granted that he understands. Ask questions about the lesson. Make it alive. Be enthusiastic yourself, and you will create enthusiasm in your pupils. Incidentally, drill, drill, drill, but don't let them know that they are being drilled! Let the constant drops of repetition sink in, and eventually you may hope to open the way for the spontaneous fountain of language.

Another point that I would emphasize is short words and simple language. In these days of strenuous competition in business, when every invention is annihilating time and space, there is no room for long and involved sentences, nor for unusual words. The modern slogan might well be "State your point, directly and concisely." One must have a live vocabulary, but a simple one. Encourage the use of the dictionary. Teach spelling. The unsophisticated say "The deaf ought to spell well." As a matter of fact, they don't. What is a mere transposition or omission of letters, to the eye alone, unless the difference in meaning is carefully explained? What hearing child would talk about the "Untied States," or the "immoral gods," or the "Cross of Cavalry"? Yet even the adult deaf person often makes these mistakes, or similar ones, because his vocabulary does not include all words that look alike. We must train the child carefully in the correct choice of words and work up a sentiment for simple language. If we can only convince him that this is the style now we may persuade him to adopt it. He is quick enough to recognize the style in clothes, or even in automobiles. Let us guide him in the proper style of language also.

Finally, let us pay more attention to the neglected subject of proper notes and letters. It has fallen to my lot to read some of the examinations for admission to college. Among the questions this year were "Write a note of thanks after a visit at the home of a friend," and "Write a note of sympathy." I would like to quote a few of the answers, taken at random, but time forbids. The salutation of many of them is "Dear Sir" or "Dear Madame" or "Dear Friend." How many letters do we receive from hearing persons nowadays beginning "Dear Friend"? Some are even signed with the writer's title, such as "Miss" or "Mrs." in friendly letters. Surely it is not expecting too much to ask that the graduates of our schools shall be able to express two of the most common amenities of life in simple, natural English. We are not doing our duty by these pupils of ours if we do not lead them to an appreciation of hospitality and friendship, and the desire to express sympathy in time of trouble. Fortunately the desire is there, the heart is in the right place; all that is needed is a little encouragement.

Do we ever make fun of our pupils? Do we laugh at their mistakes? Or are we patient and loving and kind? Do we give them all we can of ourselves, and then some more, or are we content to work by the clock? Our success as teachers and friends, for we can not be one without the other, depends upon our answers to these questions. Let us ask questions of ourselves as well as of our pupils. Let us stimulate our own imagination and broaden our own viewpoint by wide reading and deep thinking before we

presume to guide these children of silence into the open highway of communication with their fellow men. The path that leads to it is steep and slippery. It requires patience and perseverance, but once we attain the height we shall forget the common struggles of pupil and teacher in our happiness over our common success.

Doctor WALKER. I am reminded that the hour of adjournment is upon us. Before we leave the room there are probably some announcements that should be made.

Mr. F. M. DRIGGS. Mr. President, members of the convention, please remember what Superintendent Gruver said to you a little while ago about Doctor Perkins. Doctor Perkins is the author of the Rotary code of ethics. He has a wonderful message of inspiration for you to-night at 8 o'clock.

At 2 o'clock this afternoon the industrial section meets, largely for discussion, round-table discussion, in which I know you will be very much interested.

To-morrow morning the superintendents will meet at 9 o'clock in this room, and we have a little pleasant surprise for the teachers who are not supposed to listen in on the superintendents. If the teachers at 9 o'clock will sort of congregate downstairs, near Mr. Gruver's office, he will have some guides to show you the sights of the school for the deaf of Council Bluffs. [Laughter.] I know you will see some interesting things. Many of the teachers, I know, will want to take the trip through the buildings, through the kitchen, maybe through the barns, through the shops, etc.

Then, please remember, at 9 o'clock to-morrow morning to be here and hear Doctor Mogridge and his orchestra from the School for Feeble-Minded at Glenwood. Doctor Mogridge has a wonderful message regarding the education of feeble-minded children.

Doctor WALKER. The meeting now stands adjourned until this afternoon.

(Whereupon, at 12 o'clock noon, the convention recessed until 2 o'clock p. m. this day.)

AFTERNOON SESSION

INDUSTRIAL SECTION

The convention reassembled at 2 o'clock p. m., Mr. J. L. Johnson, of the New Jersey school, presiding.

Mr. JOHNSON. The convention will please come to order.

There are a number of papers, and we planned first to have the papers briefed and to conduct the session in the shape of a round-table discussion, but in order to save time, which discussion in the first place would take, we are planning to have the papers read one after the other, until all of the papers are read, and then if there are points in the papers that you would like to bring out in the discussion, just make a memorandum of the points. We think we can make better time this hot afternoon by having the papers read first, all of them, and the discussion carried on afterwards.

The first paper is one by Mr. Arthur P. Buchanan, principal of the Texas school. The title of the paper is "The organization and supervision of the industrial department."

THE ORGANIZATION AND SUPERVISION OF THE INDUSTRIAL DEPARTMENT

By ARTHUR P. BUCHANAN, Principal of the Texas School

It is a truism that human society is dynamic and not static. The most evident social phenomenon is that of change. To-day we are living in a kaleidoscopic change, brought chiefly by the great discoveries of science and by the marvelous inventions of the last century. This process has been marvelously accelerated by the inventions and scientific discoveries of the past decade and by the upheaval of the World War.

No curriculum can remain a static thing. A course of study in the industrial department that was suitable in 1900 would be suitable only in part to-day. Courses are constantly being made out of date by reason of new discoveries and new methods and procedure in the light of the latest research.

There has never been a time when education was quite so necessary in all the activities of life as it is at present. In order to cope with the situation, we have need for all our mental and physical energy. Education has entered into almost every pursuit of life. The best equipped mechanics of to-day have learned their trades at technical schools and have left those classical walls of learning to take up responsible and remunerative positions in the world of industry. They are equipped with mechanical skill reinforced by thorough technical knowledge.

The normal youth is given every opportunity to acquire a well-rounded education. He has the opportunity not only to acquire a literary education but this is being supplemented by technical training of the highest degree. Splendid high schools, normal schools, universities, and technical schools are at his disposal. Every avenue of learning is open to him. All of these advantages are closed to the deaf, and they are required by their handicap to detour over ways that are rough and difficult to travel. We can not but feel that the deaf are being denied that birthright of citizens of a democracy—opportunity for an equal footing with the children who are more fortunate.

The industrial education for the deaf is equally as important as the literary education. In order that the education of the deaf be well rounded, it is essential that they be given technical training of the highest degree in some chosen trade. Without this training their education is a failure.

One of the difficulties that face the practical forms of education is the same difficulty that faces all other forms of human enterprise. This is the ability of those engaged in the enterprise to see their work in relation to other fields of activity or to see their work in relation to the same work on a larger scale.

Our work along industrial education is suffering from inadequate leadership. It is apparent that one who would aspire to educational leadership along industrial lines must be a student of human nature, of human relationship, and of the social and economic conditions that go on around him. He must also be a reader and a student and should keep pace with modern conditions in the many fields of human activity. The successful leader should be one who obtains the most effective cooperation, one who inspires, and one who knows the secret of morale. Educational policies should be developed as the result of the thinking of all members of an educational staff. The teaching staff of an institution should be a company of students engaged in the education of youth. The leader should regard every teacher as his associate in bringing about desired results. Any great enterprise must be conducted according to a system if it is to be conducted efficiently. This system should be the means and not the end, and the machinery must be permeated by enthusiasm and the spirit of cooperation.

If we expect to bring the industrial education up to the same high standard as the literary, we should have a supervising instructor and properly equipped industrial buildings, one for the boys and one for the girls. The industrial education of the boys should cover both the manual training and the trades-teaching ideas. The first two or three years of this education should be a manual-training course covering a number of various kinds of labor, including sloyd wood and iron work, drawing, shop language, and shop arithmetic. After this they should be assigned to the industrial trades to be followed exclusively for three or four years. This combined course may be followed by a post-graduate course of one year, during which the entire time is to be devoted to the trade in hand.

The girl's industrial building should have set aside a portion as a residence where the girls are to be assigned and where they must do their own housework, cooking, baking, and laundering.

In closing, let me quote David Snedden: "Three purposes will almost certainly dominate public school educational policies in the future to a much greater extent than in the past. First, that every pupil shall get the fullest and the best liberal education of which he is capable. Second, that every pupil shall be given his democratic opportunity to get a reasonable amount of genuinely functional vocational education. Third, that both liberal and vocational education shall be administered in an honest, purposeful, and thorough going fashion, the result to be tested by efficient 'follow-up methods.'"

"So I say, let me walk with the men in the road,

Let me seek out the burdens that crush,

Let me speak a kind word of good cheer to the weak

Who are falling behind in the rush.

There are wounds to be healed, there are breaks we must mend,

There's a cup of cold water to give;

And the man in the road by the side of his friend

Is the man who has learned how to live.

"Out there in the road that goes by the house,

Where the poet is singing his song,

I'll walk and I'll work midst the heat of the day,

And I'll help falling brothers along,

Too busy to live in the house by the way,

Too happy for such an abode,

And my heart sings its praise to the Master of all

Who is helping me serve in the road."

Mr. JOHNSON. Next is a paper entitled "Industrial work for girls." by Miss Mary E. Griffin, matron of the Colorado School. Mr. McAloney will read that paper for us.

INDUSTRIAL WORK FOR GIRLS

By MISS MARY E. GRIFFIN, of the Colorado School

The two most important problems in the education of the deaf are language and character building, but a close rival to these is their industrial training. Schools for the deaf very early established industrial departments, doing so, if I am not much mistaken, before those for normal children had awakened to their importance. These early educators recognized the necessity of fitting their charges, so far as possible, to earn their own living, realizing that they were so handicapped by their deafness that they could not profitably enter shops as apprentices, there being no technical or manual-training schools at that time.

The trades taught in those days were few, and chiefly for the boys. It wasn't expected that girls should earn their living; their place was in the home. In the early part of the nineteenth century it was considered necessary to teach them only the three R's and needlework.

But why are deaf girls still slighted in this twentieth century, when woman is coming into her own, industrially as well as politically? Even down to the immediate present, of articles in our school journals upon industrial training, nearly all apply to the boys, with only casual references to work for the girls. The very able and interesting paper on that subject and its discussion at the last conference of superintendents and principals, printed in the *Annals* for May, 1924, filled 35 pages, but only 3 pages or so in scattered paragraphs referred to the girls. One page of the assembled three contained a plea from the mother of a deaf girl, that more attention be paid girls. This plea, however, apparently elicited no response. Schools spend hundreds, sometimes thousands, of dollars upon up-to-date equipment for printing and woodworking departments where dollars are spent for the girls, except perhaps for laundry machinery, and even then that is usually installed more with the idea of facilitating the work of the laundry department than with the thought of teaching the pupils its use as a means of learning a trade.

The question, "What shall we do with our boys?" is often asked, but of equal if not greater importance is, "What shall we do with our girls?" A boy with any energy or ambition at all will go out and look for work after leaving school, and there are 10 opportunities for him where there is 1 for a girl. If he is too indolent to find something for himself, his father will probably find a job for him and compel him to go to work. On the other hand, the deaf girl is not so apt to strike out for herself, and her parents are usually slow to compel her to leave home to find employment, much as her financial help may be needed. They may make a household drudge of her, or go to the other extreme and let her work when she feels like it, but allow her to run the streets, often, alas! finding the mischief that lies in wait for idle hands.

According to the Annals for January, 1925, 83 industries or so-called industries are taught in the 169 schools of this country and Canada. About half of these might be considered feminine occupations. However, basketry, raffia, cardboard construction, reed work, crocheting, knitting, and embroidery would hardly be reckoned as money-making trades, taken by themselves.

Domestic science and domestic arts are taught in only 55 of the 63 public residential schools, where one would think classes in cooking and sewing could be best carried on and would be most needed. Dressmaking, as a trade separate from sewing, and millinery are listed in about 20 institutions, while housework and ironing find a place in a dozen and poultry raising in 6.

The kinds of trades that may be taught to advantage depend largely upon the section of country in which the school is located, whether it be in a city or town, whether it draws its pupils chiefly from the country districts or from the cities. The variety and number of trades, also, would depend on the size of the school. An institution of four or five hundred pupils would necessarily demand a wider range than one of 50 or 100, and would be in a position from a financial standpoint to furnish instruction in a larger number of industries.

For some reason, dressmaking always comes to mind when one thinks of an occupation for a deaf girl, for an expert dressmaker can be quite sure of earning a comfortable living almost anywhere. All girls should, of course, be taught plain sewing, mending, patching, and darning. Even if they do not need to sew for pay, they will have to do those things for themselves. Many can be taught the fine points of dressmaking, but I am not one who believes that every girl who can sew a straight seam can learn to make anything but the plainest of dresses. I should have been very sorry for myself and for my teacher if anyone had tried to make a dressmaker of me. To be sure, in my younger days, any dress for house or party, unless it was a Mother Hubbard, had sleeves, a waist, and a skirt, and they all had to be fitted and sewed together. Nowadays, you take a dress pattern of two pieces, lay it on the goods, cut out a front and a back, sew up the side seams, bind the neck and what answers for sleeves, hem the skirt, and there it is. Whether it comes out a bungalow apron or an evening gown depends largely on the material.

If the school can afford to employ a practical milliner, millinery is a good business to teach girls who have an aptitude for that branch of handicraft. The making of hats, their trimming, and the cultivation of the taste in the selection and combining of materials and colors would all be of practical value to a girl, whether she entered a shop or trimmed hats for her mother and sisters in her own home. Few girls, comparatively, would go into either the dressmaking or millinery business for themselves, but they could find work in dressmaking or millinery establishments.

Laundry work and fine washing and ironing furnish occupation for many deaf girls, although the hours are often long and wearisome. A laundry proprietor in a city on the Pacific coast has lately been quoted in one of the school papers as saying: "I am not in business for my health. The reason I am employing deaf and dumb women is because they do not waste their time and mine chattering and gossiping about everything under the sun except suds. I am tired to death of the endless clatter and clack of tongues and the consequent slowing down of business. I have two deaf women already, and they stick to their work. They are each worth two of the other magpies."

Most of the residential schools probably have laundries equipped with modern machinery, such as washers, tumblers, extractors, mangles, and presses, so the tools are at hand. The need would be for some one in charge who was not only a good laundress but a teacher as well, and one who could give the girls instruction in the use of the different machines, teach them how the different fabrics should be washed, and see that they did their work as carefully as they

would be obliged to in a commercial laundry. To be successful as a trade, laundry work must be taught as efficiently as sewing or millinery.

Too many times in both sewing room and laundry there is a tendency to rush the girls through in order to finish a certain amount of work in a given time, losing sight of the fact that the proper way of doing that work is of prime importance.

In the agricultural States of the Middle West and South, where the schools are fortunate enough to have large grounds not hemmed in by crowded city blocks, poultry raising would seem a profitable undertaking. It is harder, perhaps, to establish and maintain such a department than others, for its success depends largely upon some teacher in the literary department who is willing to give up the time necessary for its management. Other teachers, too, are pressed into service to help the pupils keep their accounts.

The Colorado school was the pioneer in the chicken business, and the late Doctor Argo, in starting this new venture, had the girls especially in mind, but did not expect any would be really ready to invest capital in a large plant with thousands of chickens and carry it on on a large scale. Too many have lost their all in such undertakings. He did feel, however, that it might help make an income for those country girls who were needed at home, but who often became dissatisfied because they had no money of their own to spend, and insisted on leaving the farm to earn wages and so be independent. He thought if they were allowed to care for the poultry on the home farm, and knew how to do it properly, they might be permitted to have a part, at least, of the proceeds for their own use, and so would be more contented to remain.

When the department was first started, Government bulletins on poultry raising and poultry magazines were sent for and studied. Chicken houses and Philo coops were built, the best breeds of chickens for this locality were chosen, and a balanced ration worked out. The result has been that there is a large per cent of laying hens, and the eggs are of so fine a quality that a ready market is found for them in town at the highest market prices. People have discovered that there is quite a difference between the flavor of such eggs and that of the common barnyard product.

Schools for the blind cultivate the musical ability of their pupils in every possible direction, on piano or violin, in orchestra or choral work, and in the more prosaic business of piano tuning. Should not the artistic talent of the deaf be sought out and cultivated with equally as much care? Just as few of the blind become concert performers on the piano or violin, so few of the deaf will become great artists or sculptors, although occasionally those are found among their numbers. However, aside from the personal pleasure of the individual in her art work, there is the cultivation of mind and hand that can be turned to practical value.

There are many branches of commercial art, such as illustrating, advertising, making posters and magazine covers, which would perhaps not be so well adapted to our girls, but there remain costume designing, the designing of wall papers and floor coverings, and interior decoration. Courses in these could be given girls who showed especial talent. Perhaps the most practical of these is interior decoration. The department and furniture stores in nearly all the large towns and cities, from the Atlantic to the Pacific, emphasize more and more house decoration, and many women of artistic ability make it an independent and lucrative business. Stores and studios need skilled women workers. The girl who has been given special instruction in harmony of colors, in designs for walls, woodwork, windows, and floors, in the placing of furniture, and lighting effects would be on the road to profitable and fascinating employment. Combined with this would be needed instruction in the sewing department in making curtains, draperies, cushion covers, chair and couch coverings, with lessons on the various fabrics used and their combinations.

Deafness is no hindrance to the taking of photographs, as we all know, and the retouching of negatives would be a congenial task for some.

Bookkeeping, filing, and typewriting could be learned by those deaf girls who are fair mathematicians and neat and accurate in their work.

In an article in Current History for May upon "Women as wage earners," some rather interesting statistics are given, if statistics can be said ever to be interesting. Twenty-one leading industries for women are listed, varying from steel and iron and machinery to candy making. While we would not care to have our girls don overalls and go into machine shops, still there is a wide range of industries left where deafness would be no insurmountable handicap. The largest number of women in modern trade-unions are found in the cigar

makers' union, another trade which would not be recommended by many. Over a hundred thousand belong to the various garment and clothing workers' unions, while smaller numbers are found among the fur and laundry workers and the upholsterers.

After all, when it comes down to the last analysis, most of the occupations discussed apply to only a part of our girls, those who show especial talent in some one of the lines mentioned. There remains a large number, perhaps a majority, of average or below-average ability, who must be considered and who must have some means whereby they can earn their own livelihood, if necessary, and at any rate be made useful and contented members of society. The modern feminist movement is not going to affect these young women very much. They will not break away from the ordinary routine in an endeavor to find some way for self-expression or to show their independence. Many who are poorly equipped become domestics and are handicapped by their deafness and slowness, but still more so because they are untrained for work in private homes. Many of us know from our own experience or that of our friends the trials of a housewife who has taken into her home a young deaf girl with little knowledge of housework except that gained as one of a group in the school dining room or dormitory. In the dormitory they hurry through the sweeping and dusting and bed making in order to get to school on time, and in the dining room there is the same rush. The dishes are about a quarter of an inch thick, and made to stand the treatment they often receive, and the silverware, too, is strong, and will endure much before succumbing. I remember one summer when I was persuaded to take into my home a stout, rosy-cheeked Scotch lassie to work for her board. I did teach her to handle the china with some degree of care, but she was no respecter of my grandmother's silver spoons, which had been in daily use all of my lifetime and my mother's before me. At the end of the season they went to the silversmith's to be straightened out, while the enameled kitchen ware had hardly a piece without one or more bits of enamel chipped off. It was an almost daily occurrence for one or another utensil to go bounding down the cellar stairs, hitting on every step.

Many of these girls will marry, as well as those who are brighter; their hearing sisters do the same, and they will likely marry young men who haven't more than a dollar or two ahead, for that seems to be the fashion these days, deaf or hearing. They will set up housekeeping in two or three small rooms, with furniture bought on the installment plan, and woe to the future happiness and success of the young couple if the wife has not learned something of the art of home making and housekeeping. So, for years to come it seems to me the most important things for every deaf girl to learn are cooking and sewing, washing and ironing, the care of a house, and home nursing.

Most mothers, to be sure, think they are capable of training their daughters in these home branches, but the majority of our girls spend three-fourths of their lives from the time they are 6 until they are 21 away from their homes. Then, too, the mothers are not all fitted to train their daughters in the best way. Not all women are neat housekeepers or good cooks, although children fortunately think mother's cooking is the very best. Perhaps you have heard the story of the man who insisted that his wife's baked beans never did taste like his mother's. They were very good, but they were not like mother's. One day as he sat down to the table, his wife started to apologize for having burned the beans that morning. Before she had a chance to speak, her husband looked up with a satisfied smile on his face, and said, "There now, you have struck it just right. These taste just as mother's used to."

The study of calories and vitamins is of importance, but along with a well-balanced menu it is well for a young housekeeper to know how to buy economically and in season and be able to keep the bills within the allotted amount. It is a good thing to know the quantities to prepare for a small family or one of average size. It may sometimes save embarrassment to know when a cupful of uncooked rice is sufficient and a quart is not needed, and so the cook will not be obliged to fill all her bowls and basins with the overflow and then find ways of using it up to avoid waste.

Schools and colleges for hearing girls are offering courses in home cooking and in the elementary principles of cookery, and in the planning and serving of meals, and such courses are just as needful for us.

Housekeeping and home cooking can be taught more practically in a cottage or apartment fitted up as a simple home than in a large domestic-science

room, no matter how modern and expensive the equipment may be. There they may learn to make a small portion of a required dish and then sit down and sample their own quarter of a pie or loaf of bread.

A few schools are fortunate enough to have cottages devoted wholly to domestic science. The Colorado school is one of those fortunate ones. The model cottage, as it is called, is a five-roomed bungalow built originally as a private home. The school has furnished it plainly but comfortably and completely. Much of the furniture was made in the school shops. The kitchen has a combination coal and gas range, so each girl can learn how to build a coal fire as well as light a gas burner. In the fall the girls clean house, as they would or should in their own homes. Then they put up fruit and make jellies and pickles enough for their use through the year. A systematic course in cooking for the different grades is followed as closely as practicable. Breakfast, dinner, and supper or lunch menus are made out and cooked by the classes, and the food thus prepared forms the evening meal of the class. The most advanced pupils are allowed to take turns in making out their own bills of fare, then to prepare the meal and serve it. The proper way of setting a table and serving a meal is taught, and guests from the school faculty and officers are occasionally invited. The girls make their own work aprons and the buffet and dresser scarfs. When these and the sofa-pillow covers wear out the girls make new ones, hunting up the latest patterns and designs for them.

According to the Annals, nursing finds a place in only two schools, one in this country and one in Canada. Couldn't courses in home nursing and first aid such as are taught by the Red Cross and Girl Scouts be included in the courses in home economics? The Girl Scouts go so far, in some cities, as to teach the care of children. At a fair held every autumn in the Grand Central Station in New York City a booth in a prominent location is always reserved for them. Their most popular performance is washing and dressing the baby. It draws such crowds, especially in the late afternoon, that suburban trains are regularly held back a few minutes every evening of the two weeks the fair is in progress. Sometimes the girls use a papier-mâché doll, and sometimes they are lucky enough to borrow a real live baby, but whether the baby should be considered lucky or not is another matter, for I don't know how many times a day the same baby is washed and dressed.

It goes without saying that our pupils should all be taught the different kinds of plain sewing, as has been mentioned earlier. In a residential school there is certainly an opportunity to learn to mend and patch and darn, and that is needful, but too much of it becomes drudgery. There are other things just as necessary and much more interesting. They need to have some knowledge of material to know the difference between the shoddy and the good, to have the taste cultivated in the selection of suitable and becoming garments, and to learn many other things that belong to home sewing and dressmaking.

Indian boys and girls educated in Government or mission schools are said to be apt to revert to their customary traditional ways when they return to the reservations, and so it sometimes seems as if many of our girls forget much that has been taught them at school and grow careless in the care of themselves, their homes, and their children. We often feel discouraged and wonder if so much effort is of use after all. Then, again our hopes have revived and our courage has been renewed when we know of those who have really continued to profit by the persistent teaching and admonitions of the schools. There have been cases in the Indian and Mexican sections of Colorado where pupils thought almost hopeless have revolutionized the family life. They have cleaned up the adobe huts, scrubbed the windows, and made the members of family sit on chairs and eat from a table. When we think of such examples we know that all our efforts have not been wasted, and we realize anew that too much can not be done for these girls intrusted to our care. We feel that we must not fail to fit each one to do something definite, and for which she is best adapted, so that there will be no chance for anyone to leave school unprepared to meet whatever life has in store for her, and no mother will feel impelled to plead that more attention be paid to the industrial training of her daughter.

Mr. JOHNSON. We have still another paper on industrial training for girls, entitled "Home making as a vital part of industrial training for girls," by Mrs. Margaret W. Elstad, of Gallaudet College.

HOME MAKING AS A VITAL PART OF INDUSTRIAL TRAINING FOR GIRLS

By MRS. MARGARET W. ELSTAD, Gallaudet College

Mrs. ELSTAD. Mr. Johnson, ladies, and gentlemen, the paper which Mr. McAloney just read touched somewhat on my paper, and if you think I am repeating I hope you will pardon me. I have never met Miss Griffin, but we both seem to have some of the same ideas. My paper is rather long but the subject I selected is one of my hobbies—in fact, it is the pet hobby of my teaching, if one can combine those things—and I felt that in order to really get anything across to you I would have to give you some definite suggestions on what to work on. So often we read papers and they tell us what is wrong with our schools and what we should do, but they do not tell us how to do them, and what I have tried to do is to tell you how to do some of the things which I suggest.

Life is composed of four phases—the physical, the religious, the intellectual, and the economic. Real home making includes all of these. It does not merely consist in keeping the house clean, washing dishes, and baking. These tasks constitute housekeeping, which is a very minute part of home making. Time will not permit me to discuss home making as applied to all four phases of life. I have selected the physical and the economic, which really go hand in hand.

What do we mean by the physical phase? The body must be supplied with air, light, food, water, and shelter, protection from sun and rain, from variations in temperature. A real home, then, must supply safe shelter, adequate nourishment, suitable clothing, and consistent operating.

Upon the economic phase depend largely all details of the other three; careful planning and spending of the income must be made, wisdom must be used in the selection of foods and materials, thoughtful attention given to the difference between wants and needs.

If this be carefully adjusted, a maximum of physical comfort may be attained from the income available.

The ideal place to begin teaching home making is in the home. Here we teachers of the deaf have a problem to contend with. Three-fourths of our children come to us at the age of 6 or 7 and stay until they are 16 or 20. Therefore, our schools must supplant what the home should do.

Many of our deaf girls marry early in life. Few of them are prepared to adjust themselves to home life, as they have been brought up in an institution and have had little preparation for this important business of living.

That which makes the strongest appeal to all of us is color. The world is full of it, in the streets, in our shops, homes, schools, our clothes, even the food we eat. Color is a language through which we express our thoughts, ideas, feelings, and aspirations. Why not harness this power and teach the proper use and application of color in our earlier grades? When the little tots color paper dolls, help them to choose appropriate colors. When they color pictures, let their choice be guided by a knowing teacher who will rule out the garrish, gaudy reds, yellows, and blues that children always select. Even the smallest child likes to look pretty, and we can demonstrate why Betty, who is dark, looks better in yellow than Mary, who is a blonde.

The minds of the young children are very plastic, and if we can impress on them the value of choosing appropriate colors at this age, we can be sure that impression will be a lasting one.

In the fourth and fifth grades they can understand the effect of color on the emotions and the nerves. Green and blue are cool, quieting, and soothing, while red, yellow, and orange are warm, exciting, even irritating, if too much is used.

Do not neglect the fact that the furnishings of a room are really nothing but color shapes placed against other and larger color shapes, the walls, and floor spaces. If every object in a room were exactly the same color it would be impossible to see where one object left off and another began. There would not be any shapes or forms. Color is what enables us to distinguish different forms.

Show the children through examples that in order to make a room attractive, the walls and floor spaces must be quiet, subdued in color, and the brilliant colors confined to small spaces.

In upper grades continue the study of interior decoration. Let the pupils inspect rooms, store windows, pictures from magazines where the rugs and

furnishings are placed across corners, the pictures poorly hung with triangular wires, and the wall paper and curtains ornamented with large floral designs. Compare these with good illustrations which can be found in *Good Housekeeping*, *Ladies' Home Journal*, *House and Garden*, and other current magazines. In these pictures the arrangement of furniture is parallel to the structural lines of the room. The wall paper is plain or with a small design. The pictures are properly hung with two vertical wires or, better still, no wires exposed to view. If you do not agree with me that this arrangement is of importance, try the arrangement suggested in your own homes and see if you do not approve of the change.

As a concrete project the children could make a scrapbook with illustrations cut from magazines showing good arrangement of furniture, colors suitable for wall paper in various rooms, rugs, and draperies. Pictures, vases, candlesticks, etc., could be found in which the principal "brilliant colors must be confined to small areas," is demonstrated.

In cut paper work furniture could be cut out and miniature rooms made. All this will prove interesting to the children and at the same time give them ideas they can apply in their own homes in later years.

We are all designers, whether we admit it or not. Our clothes, our homes, our advertisements, our schoolrooms, all unconsciously portray our ability as designers. Do not neglect, then, the principle that fitness for use in design is of great importance. A bird or a flower or a girl's face may be beautiful in its natural surrounding, but how inappropriate they are when used as a decoration on rugs, wall paper, and china in their original form. I can remember as a child how I gazed with awe on a lifelike china fish. Its tail was curled up to form the handle of the vase, and the jaws opened wide to receive the flowers. Can't you sympathize with the young man who refused to eat his dinner from a plate on which his sweetheart's face was painted? We all have memories of such atrocities in the so-called "field of art." True, these articles and worse things are for sale and will be until we teach our children of to-day how to choose that which is fitting and proper in design.

I understand the methods in speech training of giving commands when taking toys from a basket such as "Pick up the cow." "Put the elephant on the table," etc., are considered obsolete because these commands are not natural and the child may get the impression that such actions are possible.

Why, then, should we not be just as careful in exhibiting such absurd things as the china fish or the portrait on the plate to our children? Children are very easily impressed, and if they see such things in the home, school, and in the shops, naturally they will think that is their proper use.

Make arrangements with the manager of the leading furniture and rug store in your town to visit his store. It is best when there are the fewest customers. Point out to your class the difference between good and bad design in furniture, why some articles of furniture are suitable for some rooms and not for others, how a quiet plain or small-figured rug will add attractiveness to a room, while a brilliant-flowered one detracts. I am sure any retail dealer will be glad to cooperate with you and even profit by some of your suggestions. There is no class of people in the world so anxious to please as the retail dealers. They sell what we demand. Therefore I place great emphasis on teaching our children what to buy.

These are just a few of the principles our children should know about furnishing a home.

The same principles hold true in dress. If you would help the girls to appreciate good design in clothing, teach them that for school they should wear clothing suitable for school—dark serges, jerseys, and flannels in winter, and light ginghams and muslins in summer.

By experiment show them the effect of color on the complexion; why a girl with red hair should not wear red nor a girl with a sallow complexion, yellow. If plump Rosie knows that a bright yellow horizontally striped dress makes her look very short and fat she will not wear this kind of dress, but will pick out some subdued color with vertical stripes which will make her appear taller and almost slender. For the same reason Florence in her new rose gingham will be a happy pleasant child because she is satisfied with her appearance and tries to follow the saying "Handsome is as handsome does."

Right here I want to make an appeal: Do not have your girls learn to make samples of seams, buttonholes, darning, etc. There is nothing that will make a girl hate sewing more than making senseless samples. But, you say they must learn. Yes, that I grant. Even the little ones can be

taught the same things on a doll's dress. What a joy this will be to them instead of a distasteful task.

In sewing, find some way by which every girl, be she little or big, can make something personal. Sewing for and on institutional clothing continually is no incentive to any girl.

For my part, I can not see why it is necessary for girls to wear uniforms in any institution. For the boys, uniforms are all right because clothing for the male sex is always more or less uniform. With girls it is quite different. There isn't a single Eve's daughter who wants to have all her clothes exactly like her sisters. We are born with a liking for individuality. Why smother this inherent taste by putting uniforms on our girls? It is true that material is much cheaper bought in bulk, but the little extra money expended on materials of different colors could easily be saved by being more economical in some other way. I feel sure that you who do use uniforms would be amply repaid in discovering how much the girls would enjoy being able to express their individuality through clothing.

In my own classes in college we make from three to five dresses a year. Each girl gives me an estimate of how much she can spend on a dress. She brings in samples of materials obtainable at that price. We pick out the material, judging from quality, fitness for use, and becomingness of color. Some girls spend \$10 and others spend only \$3. But each dress shows individuality, attractiveness, and suitability for the wearer.

Budgeting of the family income is conceded to be the most practical and satisfactory way of managing the income. Planning a clothing budget for a period of three years should be a part of every sewing course. The first may not be a success, but each attempt will teach the girls the value of thinking and planning ahead. The result will be that when they leave school and have an income of their own they will be able to make a wise selection, dress attractively, and live within their income. Waste of money on frivolous, flimsy, poor quality clothing is one of the biggest mistakes women of to-day make, because they have never been taught how to buy properly.

In the schools of to-day we hear a great deal about the project method. Why could we not use a dress as a project for a semester's work? All the different processes necessary in sewing can be applied while making an attractive dress.

In applied arts a miniature five-room house can be built of cardboard, wood, or cement. A splendid language lesson could be given on the model house the sixth grade is planning, and I am sure the children will be alive and interested, because their lessons in language and speech reading will be about a project in which they are interested.

So often schools lack correlation. History, geography, spelling, and the industrial arts are distinct subjects. The industrial teachers and the grade teachers could plan and carry out some splendid projects with a little more cooperation and correlation. For example, the fifth grade is giving a play based on Revolutionary days. Language history, speech, and spelling lessons are all included in this project. The arts teacher and the sewing teacher could plan and execute the costumes and the scenery. In this way the play becomes of vital interest to the pupils because in every class their lessons are based on it.

Some grade teachers regard art and industrial work simply as a "filler," a period in which they have more time to devote to a single division, while their other division is in the arts class. In some cases they are right. There is too much time devoted to drawing meaningless landscapes, flowers, vases, etc. Few children will ever make artists. With a little more careful planning and forethought, courses in industrial arts can be taught which will always be of use to the child.

If grade teachers and industrial teachers will become better acquainted with each other's work, cooperate and assist where they are able, every teacher can become a teacher of home making while pursuing her own classroom work.

The economic phase of life applies to every part of home making. The commodity on which we as a people expend the most money is food. Domestic science, then, is the subject in which to stress the economic phase most forcibly. Learning to make bread, cakes, pies, cook meats, etc., is a very important part of domestic science, but it is not all that is necessary.

Some time should be devoted to the planning and preparing of meals from a limited amount of money. In a modern school where I observed teaching

an imaginary family of five was adopted—two adults, three children aged 10, 5, and 2, respectively. The income of the family was \$150 per month. A budget was planned by the class, distributing the money to the best possible advantage. The proportion allowed for food was \$40 per month, or \$10 per week. The class planned meals for one week, prepared them and served them. The meals were properly balanced and contained the number of calories and vitamins necessary for each member of the family. Those lessons will always be of value to the pupils because it was a real problem which they succeeded in solving. In after life they will all meet such problems, and if they can plan a successful budget for a family of five on such a small income they will not be daunted when confronted by a similar problem later on in their lives.

Purchasing foodstuffs from limited amounts, knowing the various cuts of meat, how to prepare them to the best advantage, what to economize on and what to buy the best of, correct feeding for children and invalids are all important.

In the domestic department of Gallaudet College the theoretical and the practical phases are combined. The course consists of six hours a week for two years. Two hours are devoted to theory and the other four to practical application.

During the second year a week's menu of seven breakfasts, luncheons, and dinners are served to faculty members. Each meal is carefully planned. The marketing, when possible, is done by the girls. All the food is prepared in the domestic-science kitchen. Each girl serves as hostess, cook, and waitress during the year, thereby all phases of table service are learned. Perfection is the aim in everything. Menus which contain the cost of the meal per person and the amount of calories contained in the food are given to each guest.

All the schools are not situated so they could do this. I hope, however, it may serve as a suggestion for your department through which domestic science can become a valuable asset to every girl.

Another suggestion to help carry on home making outside of school hours. Clubs could be organized among the girls in home-making projects. Taking charge of the dormitories, keeping them clean, fixing them attractively, and carrying out the principles they have learned are all within the possibilities of every school. Instructing the smaller girls in bed making, dusting, and care of clothing could be some of the interests of the clubs. Much of the energy the girls expend in useless waste of time could be utilized in well-directed home making.

Under the guidance of a good director, the duties of housework would not be considered a bore but a privilege. Contests in which one club tried to outdo the other in attaining perfection could be arranged. Bulletins obtained from the Government and Girl Scout organizations would greatly assist the director in making her plans.

One of our great economists has recently said: "The two greatest needs of America to-day are: The making of home makers and the training of a people to love their work."

We teachers can greatly assist in accomplishing these needs if we all work together and do not neglect to include as a vital part of our curriculum, home making.

Mr. JOHNSON. We shall now have a paper entitled "Should the school or the shop teach shop language?" by H. J. Menzemer, president of the Montana school.

SHOULD THE SCHOOL OR THE SHOP TEACH SHOP LANGUAGE?

By H. J. MENZEMER, president of the Montana School

It was my earnest desire to have some one else's opinion on this subject; that is why I suggested it.

After all, this is really a subject of language instead of an industrial subject, and I am sure there are many here who could treat it much more ably than myself. However, I shall endeavor to give you my views, in the hope that some one will tell me where I am wrong and set me right.

To my mind, every lesson should be a language lesson, so both the literary teacher and the trades teacher should teach the language of the shop; for, if left to the literary teacher, many important parts will be omitted, while, if

left to the trades teacher, this fellow will be so interested in the actual doing of the thing which is his hobby that much of the essential language will be omitted.

It is hard for the teacher of trades to give the pupil the language he needs, for the deaf boy can see only one thing at a time. The tiny hearing boy finds his father at work with a hammer, saw, and square. They can talk and work at the same time. Immediately the following may take place:

Q. What is that?—A. A hammer. See how I hammer with it?

Q. What are the horns for?—A. Those are the claws and are for pulling nails. Watch me pull a nail.

Q. Is that a nail?—A. Yes.

Q. What do you hold by?—A. That is the handle. I hold on to it when I strike the nail. (Then the father picks up the saw.)

Q. Is that wood the handle?—A. Yes.

Q. And are the little horns the claws?—A. No; those are called teeth.

Q. Do they bite?—A. Yes; they bite into the wood and bite little pieces off. That is what we call sawing.

(Then comes the square and the boy asks:)

Q. Is that horn [pointing to the blade] the claw?—A. No.

Q. Then it must be the handle.—A. No.

Q. Well, what is it, the tooth?

This goes on and on.

The hearing man can explain all these things to the hearing boy without much loss of time.

On the other hand, the deaf youngster must stop and the teacher must stop while he explains all this to the pupil, and the temptation is to "let George do the explaining." But when the pupil gets to class—if he has not forgotten—he says: "Miss ———, what is name, Mr. Low, fell on the small iron?"

It takes half her class time to find out just what he means.

Now how can this waste be eliminated? Here is one way: Let the literary teacher and the trades teacher get their heads together once a day, or at least once a week, and decide what language should go with the week's work. Then the literary teacher can give a few minutes' drill to this, for, although there will be those in the class who will not go to the same shop class as others, it will be good language drill, for is it not better to teach a little girl to write "John sawed off a board. He planed it. He made a top for the table," than to say "Mary looked through a telescope. She saw a moon?"

Then, when he gets to the shop his teacher can tell him to saw a board, and he will know what is wanted, and the very act will fix that particular bit of language in his mind, so he will never forget it. After this has been kept up for a while the shop pupil will naturally take his problem of shop language to his literary teacher and soon, instead of the two parts of his school life being divorced from each other, they will be very thoroughly united and will work side by side. For we must not deceive ourselves. The "shop" side of our schools is, after all, the bread-and-butter side of the child's life. We may find a few exceptionally bright ones who will get "white-collar" jobs, but most of our youngsters will have to earn their bread by the sweat of their brows. The best way to prepare them for such earning is to teach them to do some one thing well with their hands; then, whether they use that particular trade or not, they will know how to go about learning to do something else well.

The fact that they must do manual work need not worry them or us, for the need is great and the reward fairly good, if they have the training and the language to carry on. However, if they are the finest kind of shoemakers, printers, carpenters, or dressmakers, and can not understand what their foreman or customers are saying, their success will be short lived.

This is where the shop teacher's language will be valuable. He will talk in the vernacular of the shop, the language the pupil must use when he goes out into the world to work. His literary teacher will give him a polished English, but it is the "shop talk" that he will need in his work.

Another advantage the pupil will get out of this combination teaching is uniform power of thought. Many of our graduates lack power to marshal their thoughts in orderly array and make them worth while to themselves or any one else; but if they must use their language for everyday problems they very soon get a thorough working knowledge of what the teachers are trying to give them.

Now some one may say that the teacher of a trade is not a skilled teacher of language or any literary subject; that if he is a good trades teacher, that is enough, and he should not be expected to be a "jack of all trades" lest he be "master of none." However, it is not always the most highly trained or experienced teacher who gets the best results, but the one who can secure attention; in other words, one who can interest the class.

We all like to do things, and the deaf pupil is no exception to this rule. Accordingly, he is interested in doing something, in making some article, and his shop teacher is really the fellow who has his attention and can get the best results, for most children are interested in manual training, provided, of course, that the teacher is himself interested in the pupils' work, which is really his own work.

This interest is almost sure to carry over to the literary classroom if this teacher will show that she is concerned in the child's doings in the shop. She can give him problems in which he is interested—the cost of ceiling a certain room, of laying a floor, of putting down a cement walk, the number of feet of lumber in a desk, the cost of printing a book, of putting half soles on a pair of shoes, making a suit, painting a house, and a thousand and one others. And while he is doing these because he is interested he is learning thoroughly the language that must go with them.

The literary teacher should keep track of what is being done at different seasons of the year. A boy or girl is not particularly interested in a lesson on planting during harvest time, but is interested in this about Arbor Day, when the good black earth is being turned over. So, in the fall let them learn about the storing of crops in granaries and root cellars; a little later about calking windows and putting on storm sashes; then the protection of the ground and seeds by snow and leaves, the germination of seeds, laying of cements walks, etc.

In this way you will have the literary and the shop teacher both working for language that is needed right at that time and when the need is felt by the pupil; and not only these two, but all with whom the pupil comes in contact will have to answer a budget of questions which the interested youngster is sure to hurl at them.

So my plan is for the two teachers to work together with slate or paper charts in the shop. This makes it easy for the literary teacher to see what the pupil's language problems are; and with the language which he needs always before his eyes some of it is almost sure to soak in, even if the pupil is not so very much interested in the lesson itself.

Mr. JOHNSON. Doctor Caldwell has promised to tell us something about automobile repairing as a profitable trade for the deaf.

AUTOMOBILE REPAIRING AS A PROFITABLE TRADE FOR THE DEAF

By Dr. WILLIAM A. CALDWELL, Principal of the California school

I will say, right at the start, that I have but little to offer on the subject assigned me. I assume, in fact, that it will be conceded on all sides that automobile repairing is a profitable trade, and if that much be conceded then there is no question that it is a remunerative field for the deaf and one that a deaf boy may enter without feeling that he is seriously handicapped by reason of his lack of hearing. But what I want to discuss chiefly is this.

It being conceded that this is a profitable trade for the deaf, how can we best go about teaching it in our schools?

The few suggestions I have to offer on the subject are purely theoretical; no move whatever has been made to establish a class in auto repairing in the California school, but I have given some thought to the matter and offer the results of my cogitations for what they may be worth.

Necessarily, one of the first things to be considered in any new departure is that of expense and then to decide whether the probable outcome will justify such expense. The mere fitting up of a repair shop with the necessary machinery and tools, while not a small item, is still only one of the things that have to be considered. An efficient instructor is a very important and a very expensive feature of the outfit. We have here the same problem that confronts us in the teaching of any trade—that of securing a man who is both

expert at the work and at the same time capable of giving instruction to his deaf pupils. Such salary as the school may be able to offer is not likely to draw a man of the highest efficiency. Such a man commands high wages in the public garages. It adds to the complication if we employ him for only the afternoon, which is the period usually given to the teaching of trades. A possible way out of this difficulty would be to employ a man whose duties would include others than charge of the repair shop.

I have considered this plan also: There are several garages or repair shops within a few blocks of our school. Arrangements might be made at one of these for having the boys go there and take lessons. Of course there are serious objections to each and every one of these suggestions; I am speaking of them only as possibilities.

There is another item of expense. If the shop is to be established on the school grounds, it means that cars are to be taken apart and put together again. We have the school truck and the touring car to keep in repair. Possibly some of the teachers might be willing to permit experimentation on their cars, but this source of occupation for our learners is not to be depended on.

Another question comes to me and that is as to the selection of pupils to learn this new trade. Our most promising boys are already well advanced in other trades. It hardly seems advisable to take them from the carpenter's bench, from the linotype or other places, where they are doing well, and start them on an untried venture.

These are some of the things that have made me doubt the expediency of establishing this trade in our school, but there has never been any doubt in my mind that it would be a profitable occupation for the deaf to follow.

Mr. JOHNSON. Doctor Long, of this school, has been very much interested in bookbinding as an industrial occupation in the schools. He has promised to tell us something about bookbinding, a practical and profitable trade for the deaf.

BOOKBINDING A PRACTICAL AND PROFITABLE TRADE FOR THE DEAF

By Dr. J. S. LONG, Principal of the Iowa School

Last summer I took a six-weeks' course in bookbinding at the Teachers' College at Greeley, Colo. I had no particular purpose except to acquire greater knowledge and skill in an art that had been my hobby for many years.

I was very soon impressed with the possibilities of this work for the deaf. The work had been established at the Greeley college with the idea of training teachers and normal students, and the course included leather work. The trade, or art, had already been started in many of the high schools in Colorado and was growing popular. The demand was increasing.

One thing that struck me first was the number of women teachers taking the course. The proportion was four to one. They did all of the work—sewing, gluing, and casing.

As I progressed with the course the impression became a conviction with me that it would be a very valuable adjunct to the printing department in our school and would not only provide relief to congestion in the industrial department but would introduce something which the girls could take up, and both boys and girls would be prepared to find profitable employment in this branch of work after leaving school.

After completing the course at Greeley I had yet to learn gold lettering, the hardest part of this trade to acquire. My brother-in-law had some friends in Des Moines who conducted a large bindery, specializing in rebinding and magazine binding. Through him I was enabled to enter the bindery and learn like an ordinary workman. My object in this was to learn by doing and to study labor conditions in this branch of industry as they actually were, so that I could be governed in teaching by conditions the workman must meet.

So strongly did I feel that the work was worth while that I told Mr. Gruver that if he would put in the equipment I would take a class as a trial and teach it myself. He gave me \$500 to start with, and the equipment was pur-

chased with this amount, plus the tables and benches made in our own carpenter department.

I took a class of five boys and the trial has proven so satisfactory that we are to enlarge the quarters next year and take in a larger class of boys.

One day while I was with Mr. Hertzberger in Des Moines he remarked: "This is a splendid trade for the deaf." This of his own volition. In his shop were a number of girls stripping magazines, collating, working at the sewing machines, and putting on cases.

From my experience at Greeley and in the shop at Des Moines under actual working conditions, there is no question in my mind but that this work will make a very desirable addition to the industrial department of the school. As an adjunct to the country newspaper it will prove a very valuable part of an all-round printer's knowledge. And as preparation for entering a large bindery and finding profitable employment it opens a good field.

In the bindery, plenty of material is furnished from the library and school-house in rebinding books and in binding magazines from the reading room.

As yet we have not put any girls in this department because we can not very well do so in the quarters now provided. But the work is quite suitable for girls and will offer a variety in the opportunities we are providing for them. And I am certain that with some training which the girls can receive in the school bindery they can seek work in blinderies with the assurance of finding ready and profitable employment.

Mr. JOHNSON. The next paper is one by Mr. Kelly H. Stevens, of the New Jersey school, on "Free-hand drawing and applied art; their place in vocational training."

FREE-HAND DRAWING AND APPLIED ART; THEIR PLACE IN VOCATIONAL TRAINING

By KELLY H. STEVENS, of the New Jersey School

Very soon after the child first begins to acquire a command of language the desire to draw begins to assert itself in the child as an outlet of the play spirit. This instinct and passion for drawing are in full force between the ages of 5 and 12 in the average child. He draws anything and everything which he sees about him. He will attempt the hardest subjects of his volition—nothing occurs to him as being difficult. He is just beginning to observe form, and the more he draws the more he notices and remembers the forms and colors of objects. His attempts at drawing are not attempts at art, however—they are more in the line of self-expression. To the child drawing is just another—and delightful—language.

This is the time when any artistic ability first crops out. Accuracy of observation should be encouraged at this period, but it is dangerous to insist upon too great accuracy in drawing. Finished and accomplished drawing should not be demanded. The aim is to draw out the child's imagination and his ability to express himself, not to drill him into producing fine art. The priceless treasures of imagination and initiative should be carefully encouraged for this period in the child's life is precious.

As the child grows older his early love for drawing should be guided beyond the point of self-expression. If the child is not naturally gifted with a love for art, his interest in drawing is apt to die just before he enters adolescence, unless he is led to see where drawing and art can be applied in a practical way. It is significant that it is just at this age—around 12—that the child's industrial training commences. From the very first he will succeed better, industrially, if he applies his art knowledge to shop projects. That is why the teaching of art should take its place with industrial subjects and be incorporated with them, and not left purposeless and isolated among the academic subjects.

I like to think of art as belonging to the masses, as coloring all walks of life, as entering into every trade and profession. That is why I see the need for artistic expression in industrial training in our schools. Art should not be considered an academic subject. It should not be taught as an unrelated cultural subject, for culture does not sink in deep unless it is used. It is simply a futile waste of time to set the child to copying violets from a chromolithograph. He gains nothing by it but a worthless picture to take home and frame. It is

wrong to put him to making seasonal studies of autumn leaves or pussy willows in a yearbook if the knowledge of form and color gained from such studies is not applied practically. It is a criminal waste of a girl's time to set her dabbling in oils so that mama can have the real, genuine, hand-painted oil paintings that her heart craves, or let her copy floral designs on china to clutter up the what-not at home. To allow the teaching of work of such character is only to continue traditions of bad taste of a time when good applied art in America was almost nonexistent—a time long passed by.

There is room for, and need of, true art all around us in daily life. We need art in our houses and their furnishings, in our automobiles, in our clothes. It is much more important that a boy should be able to design a good lamp base, good in proportion and line, and know why it is good, and then carry out his design in the wood turning or pottery class, than that he should be able to make an indifferent copy of some picture. Daughter has gained something if she understands the principles of interior decorating sufficiently to buy and assemble the furnishings for a home in good taste. If she can dress herself becomingly and tastefully she has made better use of her time in the school art classes than if she had painted forget-me-nots and pink wild roses on a dessert set.

Let us see how subjects taught in the art room can be carried over into the shops. We shall divide the work which grows from the prevocational freehand drawing into two groups: First, mechanical drawing and machine design with their accompanying study of blue prints; second, applied art proper, as applied to objects of beauty and utility such as furniture, pottery and other small objects, clothing and textiles. Most boys who take up woodworking, machine operation and machine-shop practice take readily to mechanical drawing, and, although the actual drawing is done with instruments, the knowledge of perspective, proportion, and the layout of the drawing on the sheet could not be done without a knowledge of freehand work. After the use of the instruments has been taught and the boy has learned how to place his drawing and lettering on the sheet he learns the method of projecting the three dimensions of an object on the paper. He begins by drawing some object of simple construction like a spoon tray or a handkerchief box, and he makes these his projects in woodworking periods, following the specifications on his drawing throughout. Soon he is ready for a study of the various joints used in woodworking. After he has drawn them correctly he makes specimens of all these joints and learns how and when to use each. From here it is only a step to furniture design. In this the knowledge of correct spacing and proportion comes into use again, and it is now correlated with a knowledge of technical processes in woodworking, especially where the use of machines is concerned.

For the boy whom we intend to train as a machine operative or a machine-shop worker we may vary the above course somewhat to include at first the drawing of castings or the parts of simple machines, gradually leading the boy on to more complex work until he is able to draw, cast, turn, and assemble the parts of some simple machine.

The majority of boys and practically all girls find applied art very interesting and profitable. They experience therein the joy of creation. Using the feeling for form and color which they acquired from freehand drawing, they make and decorate objects of beauty and use. It is such a delight to watch a thing acquiring beauty under their hands. The object grows to completion, and when it is finished there is the satisfaction of using something which they have made themselves from the first rough sketch through the finished design to the completed article.

In the art periods the girl of teen-age should be taught to use the principles of design in planning her own dresses and hats and in making embroidery patterns and designs for curtains, all of which she may make later in the sewing and millinery classes. She should be taught the fundamentals of interior decoration. Under this may be grouped those crafts which appeal to the girl, stenciling, wood-block cutting and printing, batik and tie-dyeing, and china decoration.

Boys of all ages like to decorate wooden toys and other objects which they have made in brilliant enamel paints. Older boys find it fun to cut and print from wood and linoleum blocks, to make and decorate parchment lampshades to go with lamps which they have designed and turned, to do lettering, and to design posters and show cards. The printer boy finds in the last a link which connects his art training with his shop work. He is taught the origin and

history of the styles in letters, taught to draw the simpler styles of letters, and how to select suitable type for any job under hand. The width and proportion of margins for book, magazine, and job work, the best arrangement in spacing and proportioning of type upon the page are all things which the art instructors should impart to him. They come easily to the boy who has had good and thorough training in freehand drawing and design.

Mr. JOHNSON. Next is a paper by Mr. H. M. McManaway, superintendent of the Virginia school.

THE PROPER TRAINING OF SHOP TEACHERS AS THE SOLUTION OF MOST OF OUR PROBLEMS

By H. M. McMANAWAY, Staunton, Va.

The fundamental importance of thoroughgoing industrial training for all deaf children is readily conceded by all educators of the deaf. This constitutes one of the very strong arguments for special schools for the deaf. And when anyone asserts that without thorough industrial training the deaf child is permanently handicapped in the task of earning a livelihood he is confident of unanimous support.

But it has been my observation that in general the industrial work in any particular school is not so good as the work in the literary classes; most of the schools can boast of one good industrial class or department, whether printing or woodwork or some other, but frankly admit that the work in the other industrial branches is unsatisfactory.

May I ask your consideration of an analysis of some of the reasons for this situation; what are the causes leading to failure? Let us ask a few questions about our industrial departments:

1. How many schools have an organized, carefully thought-out course of study for each industrial subject taught?
2. Does this course of study set up definite objectives or goals for each week or month or session?
3. Is each teacher provided with a suitable textbook as a guide and is there a small adequate bookshelf of supplemental texts for reference and supplementary materials?
4. Are the classes organized so as to conserve the time of the teacher? Is the teacher capable of teaching pupils in groups, or is each pupil handled and taught separately?
5. Are tests given from time to time to determine the amount of progress made by the pupils? Are the pupils kept informed and encouraged by being told when the objective goals and standards have been satisfactorily attained? There is a great deal of satisfaction and encouragement in knowing and feeling that one task has been mastered, one milepost passed, and the pupil is entitled to this information.
6. Does the work of one half term differ from another in difficulty? Does the course of work lead from the easy to the difficult, from the simple to the complex, in an orderly way?
7. Does every pupil in the class have a chance to master each step and each process, or is the boy, for instance, who becomes good at the turning lathe, permitted to do all the lathe work while another is kept at the bench?
8. Is provision made for individual differences in pupils' aptitudes and ability?
9. To what extent is the sale of shop products permitted to influence the type and character of the work done in the shop?
10. To what extent is the ordinary repair work of the school permitted to take precedence over the planned orderly process of tasks designed to give mastery and thorough training in that particular branch of work?
11. How often are teachers' meetings held for the teachers in the industrial departments? Are problems of the course of study and of method of presentation discussed? Are the immediate and ultimate objectives discussed and tested and reformulated from time to time in definite specific terms?
12. Is the superintendent technically qualified to help the industrial teacher by intelligent supervision and concrete suggestions?

If the above questions were sent to our schools for the deaf and honestly answered, after careful and candid consideration, the majority of the answers in most of the schools would, I fear, be in the negative. Yet I have tried

to include not a single question that does not bear pertinently upon an efficiently administered industrial department. I do not believe that it is possible to have efficiency in industrial training unless most of the above implied requirements are met.

It is thus seen that industrial training is a very complex process and the task of the industrial teacher a very difficult one. There is a notion prevalent among teachers of the deaf, and superintendents as well, that teaching an industrial or trade subject is a rather simple and easy task. "In making a box in the manual-training shop," they argue, "the materials are concrete and the goal an objective one; therefore the job must be an easy one, much easier than teaching arithmetic." If the truth be known, the task of the teacher of the industries is quite as difficult as that of the literary teacher, and usually he is expected to work without the guidance of a supervising teacher, without the aid of adequate textbooks, without the stimulus of conference or teachers' meeting, without a prescribed course of study, built upon the basis of the experience of others, and, most serious of all, he is expected to do these things and get results without any preliminary normal training whatever.

The unfairness, nay, the absurdity, of such a method of procedure in our schools is too obvious to require comment. In practice, when a teacher resigns or retires of old age from one of our industrial classes, most of us try to find a teacher who has taught in another school, and failing in that we look back over our records to find a former pupil who showed particular aptitude in that branch when he was in school, and we place him in charge of the class, without any special training and without any of the assistance which we give to our young literary teachers, and then expect the utterly impossible in results. However capable, however ambitious, however faithful and hard working he may be, he is foredoomed to failure, relatively, because he has been set at a task impossible except to a genius. If the young teacher is deaf, the opportunity for self-improvement through attendance upon summer courses is practically denied him, except in the printing trade.

What is the solution of our problem?

Schools for the deaf were the pioneers in this country in recognizing in practice the value of industrial training, and we boast of our leadership. But long ago the public schools of our city systems surpassed us in the average quality of the instruction offered, in the readiness to meet changing industrial conditions, and in the efficiency of the average graduate of the industrial classes. In any modern city system you will find carefully planned courses of study, excellent textbooks, provisions for class and for individual instruction of pupils, supplemental courses showing the relation of the particular trade to the economic life of the community, definite provision for vocational guidance and vocational counsel, regular tests and promotions, careful and expert supervision, and minimum standards for teachers of industrial subjects that include invariably not only training and proficiency in the subject to be taught but normal training in the best methods of presenting that subject to the pupil.

It will probably be years before we can develop satisfactory courses of study in the various trade subjects for our deaf children; it will be no easy task to find or adapt or print textbooks suited to our particular needs in the various branches, although an occasional text is found which can be used as a guide by a good teacher. Most of us will not immediately provide for the supervision we are willing to admit is desirable.

There is only one course open to us if we are to find a way out of our maze of inefficient practices. We must employ for our industrial classes the best-trained teachers whom we can find; we must encourage these teachers to attend these conferences on the industrial training of deaf children, and urge them to work out for us courses of study, and find for us textbooks, or adapt them or write them. And with proper support and encouragement, they will bring our industrial training to a higher level than the public schools can even hope to attain.

To summarize:

1. The present standard of industrial training is far below the standard of literary work in our own schools and is also below the standard of similar training in the public schools for hearing children. Among the causes of this situation may be enumerated—

- (a) Lack of suitable course of study with immediate and ultimate objectives stated in specific terms.

- (b) Scarcity or absence of suitable textbooks.
- (c) Poor organization of industrial classes.
- (d) No provision for supervision of instruction nor for conferences and tests of results that would accompany such supervision.
- (e) Interruption of class work by repair or other work for the school.
- (f) Lack of technical training in industrial work on the part of superintendents and principals of schools which would enable them to plan, direct, and supervise the work in the industrial branches.
- (g) The fact that many of our industrial teachers, many of whom are good workmen in their respective branches, have had little or no normal training or other special preparation for the task of teaching.

2. That the task of the industrial teacher is complex and difficult, and that usually he has little assistance in the solution of his problems.

3. That without such assistance the teacher without adequate special training not only in the industry he is expected to teach but in the organization of classes, the formulation of course of study, and in the actual art of teaching, the task of the industrial teacher is almost impossible of performance on any basis of efficiency.

4. Finally, the conclusion is inevitable that the only solution of our problem is the employment of well-trained teachers, whose task it will be to formulate for us integrated, motivated courses of study in the various lines of work; to select or adapt or produce suitable texts; to organize our industrial departments on a strictly educational basis; and to keep in touch with current thought and modern methods in industrial training in the best school systems in this country or elsewhere. I am compelled to believe that we must look to the public schools for such teachers in most instances rather than among our own graduates. The requirements are high, but the end to be gained is higher still, and the ultimate welfare and efficiency of our pupil should be the final test of any course we may adopt for the improvement of our industrial courses.

Mr. JOHNSON. I think this concludes the papers on the program, and we are furnished now, I think, with a wealth of material for discussion. If there are any who have noted points in the papers presented that they would like to talk about, comment on, or discuss, now is the opportunity to begin the fireworks.

Mr. CAMP, of Illinois. I was much interested in Doctor Long's paper, because at the Illinois school we have contemplated for the last year the establishment of bookbinding work in connection with the printing department. I want to offer a little apology for saying "we." I am not the managing officer, but, as Mark Twain used to say, there are three classes of people who are entitled to use the pronoun "we"—a king, a man with a tapeworm, and an editor. I am not a king nor a man with a tapeworm. [Laughter.]

I would like to inquire of Doctor Long how much equipment it is necessary to have in order to establish this department? We have been considering the establishment of a bookbindery for a good many years, and it probably would have been established last year but for lack of funds. I suppose that is the condition common to most of you, but with us the matter of cost is very important.

Doctor LONG. Five hundred dollars will cover everything except the cutting machine. For that we use the one in the printing office. For the three principal machines—backing machine, trimmer, and perforator, which are essential—\$500 will put in a pretty good equipment.

Mr. JOHNSON. Are there any other comments or remarks or questions to be asked of Doctor Long about bookbinding as a profitable trade?

Miss DE MOTTE, of Illinois. We have a bookbindery in our town, and several of our girls after graduation have found positions in the bookbindery without any previous instruction, so that shows that

there is a good industrial opportunity for our girls, and I presume if we were able to give them some work in the school they would get better positions.

Mr. CAMP. We have two establishments which do library binding only. That is where these girls work, I suppose. The binding which Doctor Long refers to is what would be called "custom binding," the binding of magazines in individual binders. This work that Miss De Motte refers to is library binding. I don't think there is any question but that the girls would be better qualified if they had this other work too.

Mr. McCLURE, of Kentucky. How much a week; how much wages can a boy make after he learns bookbinding?

Doctor LONG. All the way from \$30 to \$40. Some of the men get \$50 and \$60 a week.

Mr. McCLURE. Is business steady through the year?

Doctor LONG. It is steady work all the year round.

Mr. PLEASANT, of Wisconsin. I can testify in answer to Mr. McClure's question. I used to be in this work myself. We had a bookbinding business in Chicago, and I know five men making \$45 and \$50 a week in the bookbinding business.

Mr. BLATTNER, of Oklahoma. Mr. Chairman, I would like to say a few words on this subject, from observation down in Texas years ago. They had a State printing office there, established first as a small concern, in which the pupils of the schools were employed to print the paper and print what few books would be furnished them from the departments and bind those books. They went along that way a few years, kept going. The man in charge of it was a good printer and an excellent business man, and he kept accumulating machines and material and structures, added one to another until it became quite the State institution. It had grown beyond the control of the authorities of the school for the deaf and become a separate institution and practically a commercial concern. Our boys continued to work in the printing office and in the printery. In a little while the labor unions and the printing houses of Texas got it into their heads that it was taking work away from them, and they proceeded to convince the attorney general that it was unconstitutional, and the attorney general investigated it and decided in favor of the labor unions and the shop was closed, the machinery and material was scrapped, and our boys went into our small, individual State printing office. The bookbindery was abolished.

I can look back to that time when those boys were working in that bookbindery, under a foreigner who understood the English language very poorly, and expressed himself still more poorly. Those boys learned something of the trade of bookbinding, and to-day there are still a number of those boys who learned that trade in an elementary way in that shop who are making a living at the trade of bookbinding in some of the larger cities of Texas.

I think bookbinding could be made a very profitable trade, but I think, too, that the equipment of a shop of that kind would be very much more expensive than Doctor Long thinks; that is, to teach the trade so that our boys, handicapped as they are, can go out and obtain work in commercial concerns throughout the State in competi-

tion with the hearing and seeing. They have the prejudice of the trade-unions to go up against all the time, and they have got to demonstrate their qualifications, and unless we can make that training so efficient in each operation that we can turn out young men and young women who can go into these commercial concerns and compete with hearing and seeing men and women we are going to have them fall down to a certain extent.

I may be contradicting myself in the minds of some of you, but that concern there in Texas was a large concern, thoroughly well equipped with all kinds of machinery. [Applause.]

Doctor LONG. I challenge Mr. Blattner to give me \$500 and I will equip a plant for him with all the material necessary, with the exception of the cutting machine. We use the cutting machine in the printing office. And the carpenter boys will make the tables and the benches for me. [Applause.]

Mr. McALONEY, of Colorado. I would like to ask the chairman what system of teaching shop language is used in the New Jersey school, and whether they find that system satisfactory.

Mr. JOHNSON. For three or four years we have been employing a shop-language and a shop-arithmetic teacher, whose duty it is to go about from shop to shop in the industrial department on a schedule arranged, giving from 45 minutes to one hour and a half a week in each shop. For the first two or three years of that time—two years at least—it was very much of an experiment. This is the fourth term that we have been working along that system and we are satisfied with the progress we have been making.

It has been a difficult matter to get the courses in shop language and shop arithmetic into printed shape, because we have been constantly changing. We have them in typewritten and loose-leaf form. We are all the time taking sheets out and replacing them.

The two teachers that we employ for this work are men. The language teacher, for instance, is a gentleman who has been trained in teaching language. He is a gentleman with shop inclinations. He likes to work in the trades. He has a schedule that starts in the printing department on Monday morning for 45 minutes. Perhaps his next period is in the millinery class department, perhaps his next in the wood or metal working shop, and next in the domestic-science room. We don't pretend to think that a man can teach millinery and dressmaking language without the help of the millinery and dress-making teacher; and they could not. There must be 100 per cent cooperation between them.

The same is true of the shop-arithmetic teacher. We have been very well pleased with this plan. It costs money. They are both men who need a large salary and are worth a large salary, and they get a good salary, and they are very well satisfied with their work and we are satisfied with the plan. We intend to continue with that plan in the New Jersey school. We do not feel that we are mistaken about it. It is producing good results. Our shop teachers of printing, wood and metal work, mechanical drawing, art, domestic science, millinery and dressmaking, all find that after four years of that sort of thing they get a better, more intelligent response from their pupils. They can talk more intelligently and more interestedly about the work they are doing, and it is very much easier for them to get over their instruction to the children.

Now, if there are any questions about the methods employed I should be glad to answer them. It is a long story, and I would rather have you ask me questions about just how they put over the shop language and shop arithmetic.

Mr. TRAVIS, of Indiana. What is the greatest difficulty encountered in getting that thing started to work?

Mr. JOHNSON. Finding the right type of teachers, the right sort of men to take it up.

Mr. TRAVIS. After he went in, though, I mean. After he was there, then what?

Mr. JOHNSON. There was the objection of the shop-subject teachers to having their subject interrupted for a language or an arithmetic period, but they have come around. They do not object to that sort of thing, because they find it so helpful.

Mr. TRAVIS. Is that work done orally, manually, or written?

Mr. JOHNSON. Manually and written.

Mr. W. L. WALKER, of South Carolina. Is that work left on the board in your shop?

Mr. JOHNSON. I might explain in this wise: Suppose we go into the woodworking shop. There is a class project. Our shop classes are designated as first, second, third, fourth, and fifth year shop classes. That doesn't mean that they have been in school one, two, three, four, and five years, but probably eight years. One of the projects in the wood shop during the past year has been 100 chairs, schoolroom chairs. All of the boys in the class, in the fourth and fifth year classes, have worked on these chairs. The shop-language teacher secures a blue print of the chairs, tacks it up in front of the class; the class is assembled in a demonstration area space provided with seats, the arm-desk seat. They begin to discuss the project. How many chairs? How much wood? What kind of wood? What sort of joints? They discuss the construction of them, how long it may take to get them finished. These things are discussed by the question and answer method and developed on the blackboard into a composition, a description of the job. If it is necessary, the work is carried over two or three or four or five periods and left on the blackboard. We are well provided with wall boards, also with portable boards that can be pushed away in the corner and not disturbed until the next language period. When the lesson is complete on the blackboard it is copied into notebooks.

The same thing applies in all of the departments and also with arithmetic. That is the method we follow. We vitalize the work by having the chairs right there. It may be another lesson. It may be toys in a first-year shop class; it may be a project in printing in the first-year printing class, such printing as small boys can do, with the assistance of the larger boys.

That is about the method that is employed in the various shops. It works out in the domestic science, also in dressmaking and millinery in the same way, and also in the art shop.

Mr. TRAVIS, of Indiana. I would like to ask Mr. Menzemer whether he was giving what they do out there in Montana or what they ought to do.

Mr. MENZEMER, of Montana. It is a combination. In some of it we have the boys in the shops work along that way, but we haven't worked it out as fully as we are going to this fall.

Mr. W. A. SCOTT of Mississippi. Mr. Chairman, isn't it a fact that in most of the schools you have to be the shopman yourself on account of lack of money. I think most of our schools employ industrial teachers who have education enough to teach language, and I think they should be able to teach the language, and the sooner our institutions learn that everybody on the place is a language teacher the better it will be for them. If a supervisor wants a screw driver, instead of doing this [illustrating with signs], he ought to spell it and write it. It takes a little more time, but you don't waste a whole lot of time in that way. So my idea would be not only the teacher in the schoolroom but the industrial teacher himself should be the principal teacher of language. He knows more about the technical language than the teacher in the schoolroom; in fact, most of our teachers in the schoolroom don't know much about technical language. Of course, if we had the money, all of us, that New Jersey has, we could employ a shop-language teacher, and that would be a very different proposition.

Mr. JOHNSON. I wish you could all get the money, because it is a very good plan to follow.

Mr. BLATTNER. I am disposed to agree with Mr. Scott in regard to the correlation of the teaching of shop language between the schoolroom and the shop. I think that the teacher, the literary teacher I mean, knows precious little about technical terms that are employed in the various shops. These general operations might be illustrated in the schoolroom and the language given for it. Language should be made alive by illustration. As Mr. Johnson says, the work in the shop makes the language alive; well, if we undertake to teach shop language, or a certain motive of shop language, in the schoolrooms we must make the language alive. The general term or general operation should be taught in the schoolrooms, such operations as any child could learn or should learn, but I don't think the technical language has very much business in the schoolroom, in the classroom. I think it is the province of the industrial teachers to teach the technical language. If the class teacher undertook to teach technical language, there would be a lapping over; that is, pupils would be learning certain technical terms that they never would have any use for. For instance, they might be learning technical terms that are used in the printing office, technical terms that are used in the shop that they would not have any use for, while if those terms were taught by the men and the women in charge of the industrial department the pupils in those particular shops would learn the technical language that they should learn and that they must learn.

Mr. T. L. ANDERSON, of Iowa. Mr. Chairman, in this discussion about shop language it seems pretty well agreed upon that the shop teacher should at least apply the shop language; that the school-teacher should help him out in the drills in that language, and in that I heartily agree. But now the question arises, how is the shop teacher to supply this language? In what form? Mr. Johnson said that at his school they have a regular shop-language teacher; he has a regular language class, and, as I understand it, it operates in the same manner as the language class in school. Am I right, Mr. Johnson?

Mr. JOHNSON. Yes.

Mr. ANDERSON. That is the regular language class?

Mr. JOHNSON. Yes.

Mr. ANDERSON. We take that as a language drill. Now, that is apart from the work in hand, and I wonder what their regular shop teachers do in regard to language. Are they forced to leave all of that to the language teacher? I suppose they cooperate with him, but, in my own opinion, from experience here in the work, in a comparatively small school where we can all get together and work together, I firmly believe that it is the duty of the shop teacher to use shop language first and last, to use it, use it all the time. We have got to talk about the work in hand, and any shop teacher who will be dumb about the work and make motions about it, on the theory that the work in hand is of so much importance that it must be done quickly, no time to stop to talk about it, is working on the wrong principle in a school. This work is of so much importance educationally that the productive side could safely be neglected. Have the teacher take each job apart, and when he gives that job to a boy, talk about it, explain what it is, tell him how to do it, give him some information about it, be "newsy" about it, talk to the boy about it, and in that talk he is to use the shop language, the terms of the trade, the names of things. In that talk the boy picks up a whole lot, and wherever possible those instructions should be also written down. In our work we use the label. On each job in the printing office, for example, we write out a label of instructions. That label is to be written on so clearly that the boy could take it up and read it and know just what he is to do and how he is to do it. He is to get help from the teacher in that, where the language is too hard for him to understand, but the principle is to use that language all the time in the shop and then to expect the teacher in the school to cooperate in observing that language in the proper form. No shop teacher should teach grammar; no shop teacher should teach English, but they could supply the language there at the source, and it is to be hoped that the school organization will insist that the teachers cooperate and show a little interest in observing those points in teaching language. It is just as good language on the blackboard as something else that the teacher picks out of a book, something, dead, you might say, and that is where I feel that the teacher should be willing, even eager, to cooperate in this instruction in shop language. All the writing that the boys puts on the board is from their work, from the source of live language, and the teacher should be attentive enough to see that and be willing to devote some of her time to mastering the technical terms of the trade. She doesn't need to master the trade, but the technical language of it is not difficult. Any teacher who is willing to work a little extra can master it enough to talk about it, and if she visits the trade and talks with the instructors she could quickly pick it up. The principle is there.

If the shop teachers will only use the language constantly and talk to the boys in their own language, and if the principal of the school will insist that his teachers cooperate with the shop instructors, he will get shop language without a language instructor. [Applause.]

Mr. JOHNSON. In our school every one of our teachers, both academic and industrial, realizes that the principal subject is language, all the time, language, no matter what they are teaching, that they are language teachers, and the shop-subject teacher, to answer Mr. Anderson's suggestion there—or question—is required to cooperate with the shop-language teacher.

The reason we feel that we must have a shop-language teacher in our industrial department is because we feel that as the work is organized there, the shop-subject teacher has a full-sized job teaching his subject. If he has the ability to put language over, he very frequently does not have the inclination, and more frequently he does not have the time, and he does not relegate all of his shop-language problems to the shop-language teacher; he goes to the shop-language teacher with them and works them out with him. The shop-language teacher is to cooperate with the shop teacher, just as the shop teacher cooperates with the language teacher. They are working together, but the shop teacher is a specialist in his line of work—machine-shop practice or dressmaking or domestic science or whatever it may be—and the shop-language teacher is a specialist in putting language over.

As I said before, very often the shop teacher has not the ability to put over language and arithmetic. If he has the ability he may not have the inclination; if he has both of those he may not have the time. So that is the way we undertake it.

Mr. F. M. DRIGGS. I heartily agree with Mr. Anderson. There are mighty few schools in the United States which have sufficient funds to employ a special shop-language teacher. I would say that it is the duty of the superintendent of every school for the deaf in America to insist that his teachers of industries, shop teachers, teachers of domestic science and domestic art, shall use the English language in communicating with the children. [Applause.] It is true you sometimes get instructors who will not do it, but they ought to be required to do it.

The time to give instruction in words and in the language is in the shop, at the opportune moment, and nobody can come in from the side lines and give it as effectively as a real live instructor if he will follow those directions.

May I digress here just a moment on some other topic? Quite a number of schools for the deaf have purchased linotype machines. I don't know whether the superintendents know that where you have one linotype machine it is possible for you to borrow another. For instance, in Utah we purchased a linotype machine costing us \$4,500. My printer learned that the linotype company would loan us another machine if we would buy the melting pot, the matrices, and the motor. We saw the necessity of two machines. It is impossible for a group of boys, all of them, to work on one machine, so we took up the contract with the company and borrowed another machine. The second machine cost us, I think, about \$900 for the melting pot, the matrices, and the motor. We are required to keep the machine insured, and it costs us about \$25 a year.

Mr. GILBERT of Michigan. I would like to ask, How is a man going to teach; it doesn't make any difference whether it is shop or ancient history or science, without using language? I can't in my

own mind, after thinking it over for two or three years or longer, reach any clear conclusion as to how anyone can teach and not teach the language of the subject in which he is working. After working on the thing for a couple of years we set in operation last fall, at the beginning of the year, not only in all of our shop classes but in our science, laboratory work, and in the arts, even in the rhythm work, a duplex vocabulary that we built up through the years. One is a speaking vocabulary and the other is a writing vocabulary, of each one of these several departments. It is just the same in history as it is in the machine shop or in the mechanical drawing or over in the baking department, or in the print shop, and that becomes the basis, as naturally it must become the basis, of any language, namely, a vocabulary and a working vocabulary. That vocabulary had to be divided very naturally, because a speaking vocabulary is a vastly different thing from a writing or composition vocabulary. It is not a problem that is confined to the deaf only. You have it wherever the shops are; it doesn't make any difference whether it is with men in night schools or with hearing boys in day schools or with deaf boys in the State institutions, you must teach the language of the shop and work it out in some way; otherwise how can they communicate back and forth.

In regard to that linotype, we bought a new linotype and they gave us a linotype to use, set it up at their own expense, charged us a dollar a year for it. I think you can get that with the linotype.

MR. BOOTH. What linotype company was that?

MR. GILBERT. The Intertype. You can get them as well from the Linotype people.

I would like to ask this question: Why should not the girls, as spoken of in one of the papers, why should not the girls in these State institutions have some work in connection with nursing? Nearly all of our institutions have a registered nurse or someone who can teach the simplest things about nursing. We planned a course of 25 lessons, giving one lesson a week, and it seemed to me that the girls really gained a new idea, you might say a humanitarian idea, about some of these things; simply the idea of making a bed while a person is still in it, the taking of temperature and that kind of thing, and what is to be done when a person has a high temperature, and what are the few simple indications of serious sickness; what is the difference between just being sick and being seriously ill; some of the few simple things that girls working in a family, possibly later with their own children, ought to know. They have courses in connection with about the eighth or ninth grade domestic science, in regard to the care of children, and they bring in a papier-mâché child, for instance, a youngster about that big [indicating] and teach the girls how to wash and bathe the child, how to dress the child, and a lot of that kind of thing.

MR. BOOTH. Can not they find a real child to use for that?

MR. GILBERT. I don't know anything about that, Mr. Booth.

MR. BOOTH. Couldn't you find them right in the neighborhood?

MR. GILBERT. But sometimes, you know, it is a big job to bring them in and wash them.

MR. BOOTH. Some people might be very glad to have it done.

MR. GILBERT. Yes.

I would like to ask another question, and that is this: Why aren't more of the State schools interested in machine-shop work and mechanical drawing and machine design? We can put every boy that we train into a job almost inside of 24 hours.

Mr. F. M. DRIGGS. We haven't got Ford next to us as you have.

Mr. GILBERT. None of our people go into the Ford plant, because they can make a living right at home, although Ford has about 400 deaf persons employed, by the way.

Mr. DRIGGS. I think Mr. Gilbert is right, but he does not seem to appreciate the fact that many of the instructors of trades in schools for the deaf will say to John [indicating by signs] not a word of English, and that is where the difficulty comes in. If they would say, "John, come here. I want you to saw this board off 6 inches long," or something else, and spell it all out in English, or write it all out on the blackboard, as Mr. Anderson said he gives his boys in the printing office, the card or the envelope with full instructions regarding the job, and the boy has got to read it, the size of type and everything else, give it to them in the English language, you will overcome a large part of your problem in teaching shop language.

Mr. TRAVIS, of Indiana. In reply to the question the gentleman asked, as to how a teacher can teach without language, one teacher in our school does not use language and he is the instructor in our trade school who sends out more boys to follow the trade that they work at in the school than all the other trades combined. Now, he teaches without language, according to you, because it is this [illustrating with signs]. He is a deaf man himself, and the boys don't know the language of that shop at all, and they know the trade. He wanted to know how they teach without language. I can't answer how, but I am here to tell you that they can, if your statement is right that they don't use language when they use signs. That is what I wanted to answer.

Mr. F. M. DRIGGS. How are you going to get your language to your boys?

Mr. TRAVIS. It was said you can't teach without language; I am stating it, if you are right, that he doesn't use language.

Mr. DRIGGS. You can teach a trade without language, certainly.

Mr. TRAVIS. That is all right; the gentleman said he didn't know how he could teach without using language, and I am answering that.

Mr. GILBERT. I want to ask the same question again. It has not been answered, to my mind, in any way at all.

Mr. TRAVIS. What is it?

Mr. GILBERT. I would like to have an answer at least to the question, How can they teach without language?

Mr. TRAVIS. I am saying I don't know how they can, but I know they do. That is the point I make. I know they do. I don't know how they can.

Mr. BOOTH. We will admit that everything you say about that man who is teaching his boys is true, and that he is teaching the trade that he is teaching better than anybody else in any other department. He is the best trade teacher in your institution, as I understand you, and does not use the English language?

Mr. TRAVIS. Yes.

Mr. BOOTH. Now, then, what we want is that that man with all his ability to teach his trade should also have the ability to use

the English language and teach that at the same time, and that would be a plus, and an enormous plus. That is all there is in it.

Mr. TRAVIS. Yes, sir.

Mr. BOOTH. Mr. Driggs is right in his contention that what we want is to make an English-language teacher of every instructor of the deaf in the shopwork.

Mr. TRAVIS. Yes, sir.

Mr. BOOTH. Connect up, as it were, the work with the language, the language with the work. Each is interpreted in terms of the other. Each means the other, and when they go out into life they are going to meet with foremen who are using nothing but the English language in communicating with them. They have left their shop teacher behind them; they are helped without the language that they are going to meet with with their foremen and their fellow workers. Well, those boys who are so well trained in their trades, look what a plus they would have had and could have had easily had the shop teacher used the English language all the time. It is an opportunity that we must seize upon, all of us, every opportunity that comes to communicate thought in the English language, and the opportunity in the shop is a live opportunity, and the language that is used at the time fits that thought, the thought that is to be communicated, and it is live language, and it is language that they are going to use outside.

Mr. GILBERT. I want to say to Mr. Travis this, that what I am talking about is not the same thing that he is talking about. I am talking about learning a trade in more than just simply one or two simple processes. We can teach a boy to run a drill press, or we can teach him to run a lathe, and we can do it in a very few weeks, and we can get him a job down at the Chevrolet or the Buick plant at which he will earn living wages, but don't think for a minute that I mean that that is learning a trade. That is not all there is to the word "trade." In an elementary way we do teach something that way. But the word "trade" is a bigger and more intelligent affair than just simply putting your hands through a few processes that your mind can go away and leave after a few days. That is what I was trying to get at.

Mr. McALONEY. Are you always able to secure instructors capable of giving the shop language to your boys and girls?

Mr. GILBERT. I know one man who has been in that school for a good many years, a deaf man, a carpenter and cabinetmaker, and he does some of the very finest work of that kind. This is how he builds up his vocabulary. If you go into his wood shop you will see lists of wood. After the work "oak," for instance will be some of the things that we make out of oak, like certain pieces of furniture, such as tables, and right in front of that blackboard are pieces of wood of those different kinds, not only finished but in the unfinished, showing the bark as well as the grain before it has been put through a saw or planer or that kind of thing. I am not trying to say in any sense of the word that it is a matter that can be very easily worked out, but I do say that it is a thing that we have certainly got to work out, it doesn't make any difference where it is, but I do say this still further, that after working on that for a couple of years it struck me that the vocabulary system was at least a way in which we

could start it, and in which we did start it, and in which it worked out very satisfactorily, and we worked it on the vocabulary basis simply because the vocabulary is the basis of language. Some of the teachers divided it into nouns and verbs and that type of thing. Some are much more skillful than others in this.

Mr. T. L. ANDERSON. Mr. Chairman, if I remember correctly, and if I got it correctly through the interpreters, you made the statement a while ago that your shop instructors did not have time to teach shop language. Now, I want to ask you why? Why in the name of common sense doesn't the shop teacher have time to teach shop language? What are our shops for? Are they schools or laboratories or are they factories? That is the rock upon which we are all splitting. Some of us seem to have the idea that we are running factories, that these boys and girls have got to be factory hands for a certain length of time every day; others seem to think that these are schools in which the teachers can take time to teach the vital elements of this work. Now, if we can only find some middle ground to that I think we will have more peace from now on.

Mr. TRAVIS. Mr. Chairman, I would like to finish what I started to say when they stopped me here. You didn't let me finish. Now, I was simply answering the question, and I thought I answered it intelligently, that the gentleman from Michigan asked, and I was just using Mr. Driggs's name because of the fact that we know he is one of these ultra-English men, and I was just using it for that purpose.

But I want to say further now, while that is a fact, I know of two cases in which the two boys who went out from that shop, thoroughly grounded in their trade, thoroughly able to make a living at their trade, could not hold jobs that they took because they had no English. [Applause.]

Mr. DRIGGS. There you are.

Mr. TRAVIS. They wouldn't let me finish what I wanted to say, and they got up here as if I was contending that the boys ought to be taught in signs because they are deaf, but I was not contending for anything of the kind. [Laughter.] But I do contend that if it is necessary to use signs in the shops to get a deaf boy to understand what this word is that you are uttering, use the sign to get him to understand it. I do contend that.

Now, in answer to this question here. Shopwork and trade as taught in the schools for the deaf, as I see it, have two sides, one vocational teaching and the other trade teaching, and there is a difference, not only a difference between vocational training and trade teaching, but a distinction. As long as your teaching is vocational there ought never to come up a time when the instructor should not, if necessary, take all the time of that period to explain a thing without getting anything done. That is vocational training, but when you are training a boy for a trade you must train him to the idea that he is expected to do so much in this length of time and he must finish it. That is trade teaching. He must know how to do it first and then, that he is required, he is expected at least, if he holds his job, to do a certain amount of work in a given time. And you can't teach him, if you just let him, every time he wants to loaf, come up and ask you a question about this—and they will

do it—there isn't a trade teacher but knows that they will do that. They will do it just to play hookey on you, and they have got to be taught this: "You are in here for so long a time, and the time you are in here you are expected to do so much work, and you haven't got time to monkey with anything else." When you are teaching them, that is part of it, and when it comes to that, then the trade teacher hasn't time to teach trade language. And further than that, suppose a trade teacher has 20 boys. You can't teach 20 deaf boys the same thing at the same time as you can teach 20 hearing boys; I mean operations and processes. You might teach language if you have got them around you, but you can't do it, and if you are going to give all of those boys a fair shake you haven't got time to spend all the time with one boy, and you do lack time to teach language.

Mr. JOHNSON. That is mighty good. Does anyone else have anything to say on this subject?

Doctor JONES. Mr. Chairman, this little piece of history that I shall give is no reflection on anyone.

A teacher applied to me once and gave Doctor Argo as a reference. She had been teaching in his school. Doctor Argo's reply to my letter was "Dear Mr. Jones. I have quit lying. Very truly yours." [Laughter.]

Now, if you were to read the annals and the proceedings of the convention you would be surprised to find that everything that has been said here this afternoon has been said at least six or eight times by those who are dead and gone, mostly. There is one thing that stands out clear—that each person has a great big job, whether it is in the industrial department or in the school department, and all this talk about "correlation of industrial and school departments" is more or less foolishness, because the teacher has all she can do to teach that which she is already given and for which she is held responsible, and the shop teacher has all he can do to do that for which he is responsible.

I once hired a boy to clean a poultry house every Saturday morning and I was to give him \$10 a month, and at the end of the month he had not cleaned the poultry house, and I said, "I offered you \$10 a month and you said you would take it to clean that poultry house." He said, "Yes." "Well," I said, "how much will it take to get you to do it now?" Well, he smiled, and he cleaned the poultry house.

Our problem is big enough without obscuring, covering it over and hiding it and concealing it with a lot of nonsensical superfluities. It all comes from the superintendent. If he is mechanically inclined, he will have a machine shop; if he is inclined to tailoring, he will have a large and good tailoring shop; if he is a faddist on any particular thing, that kind of shop will stand out great, and the best thing in the Ohio school is the printing department. [Laughter.] And the best thing in every shop in the Ohio school is the best thing that the mind and the heart of the superintendent can give. [Applause.]

Mr. T. L. ANDERSON. Mr. Chairman, I would like to ask a general question which any shop teacher in the room is privileged to answer. I would like to know if a visitor came into the shop while a boy was working and asked that boy, "What are you doing?" and the

boy could not reply, and the visitor asked him, "Why are you doing it?" and the boy said, "Because he told me to do it," who would be to blame?

Mr. TRAVIS. I can answer it easily. The literary department is to blame. [Laughter.]

A MEMBER. I move that we adjourn.

(The motion was seconded, put, and carried; whereupon, at 4.40 o'clock p. m., the convention recessed until 8 o'clock p. m. this day.)

THURSDAY NIGHT SESSION

The convention reassembled at 8 o'clock p. m., pursuant to recess.

Doctor WALKER. The convention will please come to order. I will ask the vice president to introduce the speaker of the evening. Before this introduction I will ask if there are any announcements from any committee chairmen or from anyone else—official announcements—to be made.

(Mr. F. M. Driggs made some announcements.)

Mr. GRUVER. There are a lot of good things in Council Bluffs. You have had evidences of a number of them. [Applause.] Last evening you were taken about the city, where you saw the wonders of nature in the bluffs, and the beauties of the homes and things of that character. We have some good churches, a lot of good schools. We have not invited you to go to church, and we have not invited you to go to school, but we have invited you to come here to hear one of our very best churchmen. The speaker to-night has not been out of Fort Madison Penitentiary very long. [Laughter.] Just how he made his escape nobody has yet fully determined. I don't know whether heredity or environment played the greater part in his escape or in getting him into it, but at any rate he got in and he got out. He has made a very thorough study of heredity and environment.

I have the very great pleasure of introducing to you to-night Rev. Mr. J. R. Perkins, pastor of our First Congregational Church in Council Bluffs; in other words "Jake Perkins," prominent Rotarian, author of the code of ethics of the Rotary group. [Applause.]

LECTURE: HEREDITY AND ENVIRONMENT

By Rev. J. R. PERKINS, Pastor Congregational Church, Council Bluffs, Iowa

Mr. Chairman, and ladies and gentlemen, the difference between myself and some others is that I have already done time and others have time before them to do. [Laughter.]

I shall try to compress into 30 minutes the hour's speech that I had thought of giving to-night. It was thoughtful of you to invite me here, thoughtful of Mr. Gruver to have this kind of weather. It is very much in keeping with his Calvinistic theology. [Laughter.]

Last winter I read two books, one by Professor Love, of Yale, and the other by Emile Faure, of France. I read Professor Love's remarkable essay on the "Antiquity of man" and then I turned to the first volume of Emile Faure's "History of art" for a mental rest. I did not get it. I made the interesting discovery, for myself at least, that the history of art is also the antiquity of man.

Professor Love takes the position that man has been on the earth between 400,000 and 800,000 years. Emile Faure in his first volume of the "History of art" establishes for us that 50,000 years ago the art of what we term "primitive man" had reached a high degree of culture; indeed, it is doubtful whether the art that followed the Heidelberg man has ever been surpassed.

This is a long way around and seemingly off the subject of the place of heredity and environment in human life, to emphasize that the biological and the environmental factors are the two sole determining factors in life, and that man, regardless of his culture, has not been altered in his intellectual capacity for 30,000 years. He is smarter to-day in a superficial way; he has invented many things; he can fly in the air and swim under the sea, but it has been established for us that the male and female of 40,000 years ago had a brain capacity equal to or greater than the modern man; therefore, we can not say of ourselves and for ourselves that man has made any particular intellectual ascent, nor has his body changed in its evolution for a period of 20,000 years, but we are pretty well convinced that for ourselves, as well as for the men of all ages, environment and heredity are the dominant principles in the evolution of the race.

I was once an ardent environmentalist, and I do not affirm dogmatically to-night that environment does not play a vital and a great part in modern society as determining conduct; as determining whether men are lawless or law abiding; indeed, I am but a student in this field, searching for the light.

I recall that in the earlier years of my ministry, long before I went to prison to try to manage six or eight hundred convicts, I believed that society acted automatically upon the criminal classes. I was steeped in the theory that environment is everything; to-day I do not believe that it is the prime factor in the making either of good men or bad men. However, I do believe that, given a good environment and a good education—and that is the particular work in which you are engaged—you may overcome some of the evils of a low biological potential, of a low biological endowment, but you are well aware, even better than I, that even education can not take an individual of low biological endowment and make of him what education can make of one high in biological endowment.

I am reminded here, as Mr. Gruver mentioned the fact that I am a Rotarian, I am reminded here of this international organization's work among boys. All of that work is predicated on the theory of environment. So far as I have been able to determine, I have not seen the slightest indication on the part of our international officers in Rotary that to take up hereditary problems, the problem in biology of the boy, would be to make a distinct advance in this great humanitarian work among the unfortunates of these States. Do not think that I am assailing the ideals and the work of the international organization, because if I were I would be criticizing myself, as I have had something to do with boys' work in international Rotary in the past 12 years. They take crippled children, as you know, and they straighten those deformed bodies—a marvelous work. But I have often wondered why some one did not rise in an international Rotary convention and speak of the obligation of international Rotary—and it is a powerful organization—to undertake the straightening of the mind and of the soul.

So I have come to believe—and very much against my wishes—that of the two factors, the factor of heredity is the greater factor in the evolution of the race, because our education is impotent—even the best of our education is impotent in the presence of low biological endowments.

Now, do not misunderstand me to mean that the ruling families in society are necessarily of high biological endowment. We have seen degenerates come from some of the ruling families in society, and certainly you would not understand me to say that the people of low biological endowment are usually found among the poor. We can not forget that out of a family almost pauperized came Lincoln, and we certainly are not able to forget that out of families of great wealth and power and influence came Leopold and Loeb. But when I was brought face to face with 500 convicts for the first time in 1917 my social theories began to change. As I said a moment ago, I was confident through all the years—and so preached it—that society was responsible for the making of the criminal; that he was a victim of circumstances; now I know that he is a victim of circumstances, but not of social circumstances; he is the victim of a biological accident.

I am now convinced that the most tragic figure in history is not the fallen woman but the criminal class and the pauperized, because when you speak of crime you also speak of pauperism, for biologically they are both from the same dark pit.

In Iowa to-day we are making a loud noise about the "efficiency" of our criminal system. In the city of Des Moines we hear a great deal about the

establishment of the fingerprint bureau and what it means to the banking institutions of the State, and so on. But what we need in Iowa is to take an imprint of the mind of Iowa's criminal class—and Iowa's criminal population has exactly doubled since I resigned my wardenship in 1920. Even the reformatory for women, so I understand, though I will not vouch for it, has multiplied by three, though Iowa's criminal population for women is unusually low. But the reformatory at Anamosa and the State penitentiary at Fort Madison have doubled their population in five years. And, too, in a State where we excel in taking prizes, in taking blue ribbons for pigs and for cows. As yet, we have not thought to blue-ribbon the children coming into the world.

How peculiar it is that an investigation made by Dugdale in the State of New York more than 50 years ago has never percolated the popular mind. In 1874 the State of New York commissioned a man by the name of Dugdale to investigate the penal institutions and jails and almshouses of that State. Several years later he embodied that research in a report that should have become the basis for all our social acts, but the significance of that report was lost on his own day, and is largely lost in 1925 on us. You know the story as well as I know it. I am calling your attention to it to-night because it is basic in other things that I want to say to you. I will refresh your minds, your memories, with that story.

The investigation led to his discovery of the Jukes family. Max Jukes was born in 1720 and became the forebear of 1,370 descendants. Now, these are general terms, because I could not memorize figures exactly. They are general terms but are very close to the truth. Out of the 1,370 individuals, 50 of the women were harlots, 20 of the men were murderers, 285 of the children died before reaching the age of 7 of inherited diseases; approximately 300 spent all their time in almshouses of the State of New York and of other States, because many of them spewed and spawned out over the country. There was not a single outstanding character of the 1,370 descendants of Max Jukes. They were either vicious or idiotic. They cost one State \$1,250,000. Yet a certain professor of Columbia University as early, or shall I say as late, as 1911, in commenting on the investigation of the Jukes family and descendants, said that whereas heredity undoubtedly played a great part in the making of criminals and of paupers, environment was the dominant factor. I can not call in question his sincerity. I would not do that. I certainly would not call in question his intelligence, because in many ways he is an outstanding man. I can only believe that he was not in possession of a world of facts that he should have been in possession of and that he lived too close to the classroom and to the textbook rather than to the street and to the problems that walk in the streets, and thus was led to his erroneous conclusion.

Twenty-five years ago—and you will remember this well—an investigation was made of the descendants of Jonathan Edwards. Jonathan Edwards was born about the same time that Max Jukes was born. He was the forebear of 1,400 descendants, all, mark you, all of whom have distinguished themselves in the life of this Nation. There were among them 300 graduates of colleges. Among them were 100 professors of educational institutions and school-teachers. Among them were 76 military men who distinguished themselves in the trying times of our national life. Also there were 65 clergymen—perhaps that can be forgiven. [Laughter.] Eighty-seven of them occupied posts of importance either at home or abroad, either in the United States Senate or as diplomats and foreign ministers.

Why has the significance of these two families been lost upon us? Largely because we believe in evolution for everything else but the human species. We believe in prize pigs and prize cattle and in finished products of our fields and of our farms, but we have paid scant attention to the making of men.

Now, as for myself, as one who is only a student in the difficult field of penology, I want to go on record to-night as saying that 80 per cent of the criminals that I knew were individuals with a psychopathic taint. Now, you may take your other 20 per cent, negligible as it is, and perhaps make the discovery that there are other factors, as of booze, as of environment, as of illiteracy, as of divorce in their families that thrust them onto the street at a tender age, as of idleness and a lack of trade; but when all of the returns are in 80 per cent of the 600 men that I knew were psychopathically tainted.

I shall never forget how appalled I was when the full force of this terrible fact came in upon me, because it had to do with not only the alteration, but

almost the destruction, of all of my dreams and ideals concerning those men, for I had gone down to that penitentiary in 1917 believing thoroughly in the work of a man like Osborne at Sing Sing, and yet I was convinced, as I was faced with the problem of heredity, that there is but little future for the man who is a criminal by instinct and a criminal because of the forces of heredity. Not, mark you, that I ever surrendered my ideals for one moment, nor lessened my sympathy. Indeed, from that hour my sympathy deepened for those tragic figures in our social order, and it sent me on many a personal task on behalf of them and of their families, tasks that, in my official position, I could have ignored if I could have forgotten.

I wonder how many of you have read Doctor Jacoby's "The unsound mind and the law"? As teachers I suppose you know a great deal about this book. I think that no book has ever been published on the same subject that equals it or approximates it, and if you do not possess it, purchase it or borrow it and read it. There is one sentence in Doctor Jacoby's book, "The unsound mind and the law," that should become basic in our penology, that should become basic in our sociology, basic even in our religion, because not even the miracle of religion seems to touch an individual with a psychopathic taint. In this book this pregnant sentence occurs: "When a sick person for one reason or another is brought to the bar of justice, not concealment but revelation of all of the antecedents of his life, of himself, and of his family should be made, that no unmerited punishment fall upon him because of the psychopathic taint running like a dark thread through the whole course of his life." Physician and scientist that he was, he made one of the greatest ethical statements in the history of crime and pauperism when he said that.

But, alas! what have we? We have the weakest sort of thinking and speaking about the problem of penology. Our educators write upon it to-day with but scant information about it. And what is more unfortunate is that the average attorney at the bar seems to have no grasp of the fundamentals of psychiatry when, in my judgment, no man should be allowed to practice law to-day who is not grounded in the basic principles of psychiatry. Until there can be a union of jurisprudence and of psychiatry, of the legal and of the medical, we shall go on repeating not alone the tragedies of the court room but the tragedies of the homes that inevitably grow out of the decision of the court.

We are fooling ourselves into believing that because we can multiply our police and build our prison walls 33½ feet high and chain our men that society is safe, but it is no safer than when an individual in the slums breaks out with the smallpox. That smallpox is a social fact. That smallpox does not belong to the family down in the slums; it belongs to every family in the town; and when an individual breaks out in some terrible crime against the social order, as of rape, as of murder, as of incest, we do not solve the problem because we break his neck at the foot of a 16-foot rope, nor do we solve the problem because we give him a long term of years behind the walls of a prison. We only solve the problem when we make it impossible for him to reproduce his kind. An unpleasant subject, isn't it? And one, when faced by the great State of Iowa, we backed up on, exactly as the great State of Nebraska has backed up on the laudable attempt to regulate marriage. I consider that Nebraska's backing up on her marriage law was the rolling up of the social map of her history for a quarter of a century. And yet I do not condemn Nebraska so much as I condemn the shortsightedness of the legislators of Iowa, who would not meet Nebraska halfway. But we even boasted that we made money out of the law that Nebraska had passed to regulate marriage.

Just a little plain speaking in this hall will not hurt, will it, Bert?

Mr. GRUVER. Go to it.

Doctor PERKINS. Now, three things should be done and can be done. First of all, we need in every city of this land the establishment of what I choose to call the "precrime laboratory," in which the subnormal or the abnormal can be taken before the psychopathic taint in their natures results in an explosion like the ax murders of southwestern Iowa a few years ago; like crimes of incest and of rape that horrify our communities almost daily, for if most of us do not have the ability to determine these defectives who are apt to commit crime, then the psychiatrists do have that ability.

You know the trouble with the American people to-day is that when they are ignorant of anything themselves they are not willing to trust their learned men. I trust the scientist. I trust the great physician who has dedicated a lifetime to his work. I trust a great teacher in a school whose discoveries

can not be gainsaid, and because I happen to be ignorant of some great truth I will not battle that truth and seek to create prejudice against it; I will come to accept it as the sincere revelation of a great soul, and when a physician makes a great discovery in science, believe me, sir, it is tantamount to the revelations that we find upon the sacred page itself, because it means much to society.

Revelation is not altogether a matter of literature and of poetry. It is a matter of science. It is a matter of the discovery of those factors that have made the unfit, that have brought the biologically unfit into the world, and that are keeping them here.

The establishment in Council Bluffs, for example, of a precrime laboratory would enable us to take certain subnormal types and place them where they belong before they burst into crime, because after they burst into crime we have just one place to put them, and that is in the penitentiary, and that is the wrong place for them.

An Iowa judge sent me a convicted man, obviously so insane that even the morons of the prison knew it, and one of them, a negro that looked like an ape, with an apology to Mr. Bryan, said to me, "Warden, that man's going to do something terrible if you don't get him into the bughouse." And still the judge had sent me a man obviously so insane that the lowest-grade moron of prison recognized the danger.

We have great need in Iowa and in other States of a postcrime clinic. Now, our penal institutions in this State are pretty well equipped with medical men. The men who worked with me were all good medical men, but we worked with limited tools. They went as far as they could, and they are going as far as their means will allow to this day, but until we establish in our penal institutions, and also in all of our hospitals and social bureaus the postcrime clinic or the postpauper clinic, we shall but repeat the tragic circle in which we have moved through all of our national history; and in a hundred years the taxation of the people will be unbearable for the support of penal institutions and institutions for paupers.

Now, somebody is bound to come up to me to-night and say, "Then you believe in eugenics?" Well, I believe in a lot of things about marriage—and so does my wife—I believe in a lot of things about marriage, because of the pitiable marriage laws that we have. Anybody can get married in America. If they can not get married in one State, they can get married in another, and on goes the tragic dance of life, of reproduction, and on go the deeds of criminality; and on goes the muddy flow of pauperism; and all the bathtubs that we may put in the slums, and all the Chautauquaing we may do about prison reform and the service that we render the poor will but aggravate the problem. I am now convinced that people make a slum; that a slum seldom, if ever, makes the people.

What are we doing about it, we who believe, for example, in eugenics? Why, the individuals in our American life to-day who should reproduce are not doing so. Professor Conkling, of Princeton University, has pointed out to us the amazing fact that the children of graduates of Harvard and of Vassar—I almost said Yale, but the interpreter is a Yale man, and I won't say that—are very few. I think it is said that a Harvard graduate has two and one-tenth children—whatever they may mean by the one-tenth; that a girl who graduates from Vassar has even less; but in the families of the paupers and in the families of those of low biological endowment, and in the families where we recruit the criminals, we have on an average seven children to the family and two to the outstanding families of America.

Up in Boston we bemoan the passing of the old colonial types. Whose fault is it? We decry Bolshevism in America to-day. Whose fault is it? We paint a dark picture of our future. Is it the fault of the Italian families that the old New England families are in decay? Is it the fault of the Mediterraneans and of the Alpines that the Nordics are being pushed literally off the face of the earth? It is because our Nordic women, through selfishness or love of pleasure or something or other, prefer to go without children. I am not talking about the Nordic families who are wealthy. I am speaking of the great mass of people who claim to be of Nordic descent and who are constantly boasting that they are from New England or that they are from the South, where my friend on the left resides, and, as I am a southerner myself, I know of the boast of family and the boast of blood. But we are allowing good stock to die out while the individuals whom we deem menaces to society are reproducing their kind rapidly. An Italian woman in the slums

has 8 or 10 children, and sometimes marvelous children, but the unfortunate thing about it is that sometimes the Italian woman is of low biological endowment and pauperized, and so the muddy stream pushes its way through our life.

I have seen men paroled from prison with pronounced psychopathic taints, making it utterly impossible for them to make their paroles good. There is the problem of parole. I have known governors, not alone in Iowa, but in other States, to pardon men without any awareness, without any knowledge at all, of the low biological factors controlling their lives, and it was inevitable that in a few months they got into crime again, enacting tragedies, bringing sorrow and grief and great expense to their communities.

We have talked in America so long about our equality and the greatness of our common people, and dealt in so much piffle, and, if you will pardon me, in so much "bunk," that it is almost impossible to-day to face a group of people, not like yourselves, mark you, because you are thinking in these terms, but an average group, and make any impression at all upon them with the things that I have tried to tell you.

I thank you. [Applause.]

Doctor WALKER. Members of the convention, I am sure that we have all enjoyed this great talk of our friend who has given us his time and his attention this evening, and I am sure we are all very grateful to him.

If there is nothing further in the way of miscellaneous business this evening, your president declares the meeting adjourned.

(Whereupon, at 9 o'clock p. m., the convention adjourned until 9 o'clock a. m. Friday, July 3, 1925.)

FIFTH DAY, FRIDAY, JULY 3, 1925

PROGRAM

9 a. m.:

Inspection of the school plant.

Conference of superintendents and principals, Dr. Augustus Rogers, presiding.

10 a. m.:

Concert, band from Iowa School for the Feeble-minded.

Address, Dr. George Mogridge, superintendent, Iowa School for the Feeble-minded, Glenwood.

2 p. m.:

Round-table discussion—

Teachers, contracts, measurements, etc., led by Mr. Isaac B. Gilbert, superintendent of the Michigan school; meeting of Council of Day-School Teachers, Miss Mabel E. Adams, principal of the Horace Mann School, Boston, presiding; physical education, athletics, sports, and games, Dr. J. S. Long, presiding.

8 p. m.:

Reception, Supt. and Mrs. Frank W. Booth, at the Nebraska school, Omaha.

MORNING SESSION

CONFERENCE OF SUPERINTENDENTS AND PRINCIPALS

The convention reassembled at 9 o'clock, Dr. Augustus Rogers, presiding.

Doctor ROGERS. The conference will please come to order.

The program committee has very graciously granted us this hour to bring before the conference any matters that we think of importance, such business as probably would not wait until our next regular meeting, or any other business that should properly come

before us. So we shall be glad to hear from you, Doctor Jones, as chairman of the executive committee. Have you anything that you think of that should be presented at this time?

Dr. J. W. JONES, of Ohio. Mr. President, I do not think of anything special. If nothing else comes to our attention, we might discuss a bit the table of statistics as published in the Annals and see if any improvement can be made. Miss Timberlake wrote to the members of the executive committee and told them she objected to the definition of "combined system," and thought it ought to be revised in the light of present-day information and practices. She suggested a definition—I have forgotten it—but it is about as long as the one we have and has about as much description in it. I wrote her that I thought her definition was a little faulty, as the other appears to be faulty, and the executive committee would take the matter under advisement and perhaps revise the whole table of statistics. It needs revision. So we have that matter under consideration now. A special committee was appointed the other day, consisting of Mr. Driggs, Mr. Fusfeld, and myself, to give special attention to the table of statistics and the definition. If anyone has noticed anything that might be of value to us in that consideration, we would be glad to hear from him.

Another thing that we always have before us and that we should never forget is the support of the Annals. At each conference we call attention to that, and it is bearing fruit because the balance in the treasury is gradually increasing until the Annals might be able to withstand a panic some of these times, and unless we do take forethought it would not be able to survive hard times. Every superintendent, every executive officer, we feel, should have a common interest and do just as much for the Annals as the Annals calls upon him to do.

Of course you know the method of support. That appears to be the popular and only successful method, and we ought to be behind it at all times and see that our school does its part, even if we have to have an oyster supper or a picture show or something of that sort to raise the money. Now there are a few schools, but very few—none of them here, I believe; all of you here are doing your full duty—that are still wayward in this respect, and we ought to keep constantly before the superintendents this very important matter. You know, systems of managing institutions are constantly changing, new boards come in without any notions at all, and their idea is to reduce expenses wherever they can, and that item for the Annals seems to be a superfluity and they whack it off the first thing.

Then superintendents come in who haven't the idea of support of the Annals and they cut the subscription down to one copy. That hurts. You take a large school that you have always counted on to be in the harness and carrying its load and doing its duty, and we receive a letter from the new superintendent that the board feels that they can not subscribe for so many copies, the teachers ought to buy them themselves, and therefore the institution will take one copy. Now, we know that the teachers will not subscribe, the teachers in the public schools will not subscribe for magazines, and unless the schools as units support the Annals it will some day go down.

We are glad to tell you now that under constant hammering there is a better balance than we have had for a long, long time, perhaps the best balance we have ever had, but we want to provide for the time when we may need a good surplus, and I think it is the best evidence of the educational spirit of a school to do its part in this general program. We can not help but feel that when a school is lagging, not doing its duty and supporting the only literature we have in this profession, the only record we have in the profession, the only thing that we can look to for future use, we can not help but feel that the superintendents and these boards need to take serious consideration as to whether or not they are 100 per cent in the profession in educational spirit. I do not think that applies to any of the schools represented here, because I don't think any of them are behind, but if any of you know you are behind, give it attention.

That, Mr. President, together with any suggestions you may have about revising the table of statistics to conform to modern day practices, is all that I think of.

Doctor ROGERS. Have any other members of the conference anything to present at this time?

Mr. F. M. DRIGGS, of Utah. Mr. President, I have not anything concrete to give you, but quite a number of teachers at this convention have made the suggestion that they would be happy if at some future convention the demonstrative work with lectures regarding the work of educating the deaf might be continued for several weeks, making a real summer school. The question in my mind is whether or not the superintendents and principals would desire to sponsor a summer school, following, say, the next convention. There isn't any doubt in my mind as to the value of a summer school for our teachers. The fact is that a great many teachers have been delighted with the demonstrative work that has been given here and the demonstrative work which was given at Lexington Avenue last summer, which drew wonderful expressions of appreciation.

I don't know whether I am quite right or not, but I believe that the great majority of teachers of the deaf are like other teachers—they have to be shown, they have to be led, they have to be directed—and in many of our schools teachers get into their positions and stay with us year after without any further training unless the superintendent is emphatic and insistent that they shall go to some summer school. For instance, last summer I required that several of my teachers who had been within the institution a number of years without taking any studies outside in the summer time, or extension work, go to summer school, to any accredited university summer school. One of my teachers went to Michigan, to the summer school that was conducted by the Central Institute. It cost her several hundred dollars, but she told me when she came back that it was worth every dollar of it.

Several of my teachers went to the University of Utah for summer school. One or two of them in their summer vacation went to Los Angeles, to the southern branch of the University of California.

I don't know that it makes so much difference where they go, if they will study and improve themselves, but I do believe that

there is a golden opportunity for us to provide for many of these teachers a summer school following the next convention, if we can have it in some place where the weather is perhaps a little less humid than here.

I simply throw that out as a suggestion. I believe it is worth our thought and our attention, and I believe it should be done.

Mr. E. S. TILLINGHAST, of South Dakota. I very heartily agree with Mr. Driggs's ideas on the subject of summer school. We followed a good deal the same policy in Missouri, of requiring teachers who have been there a good many years and had not attended summer schools, etc., to attend schools.

Whether it would be practical and possible to work out a summer school immediately following the convention or not is a question, of course, depending on where the convention would be held, and a great many conditions that enter into that, but it occurs to me that it might be wise to appoint a committee who would study the problem of the summer school and consider the matter of having a summer school not only at the time of the convention but every year from time to time try to arrange some school in different sections of the country that would make it possible for these teachers to attend.

Of course we have had the Central Institute summer school there in St. Louis, which has been very convenient. Some of them have gone up to Frankford. Several have gone to Northhampton. But if these summer schools could be held in different parts of the country I think that would help a great deal, too. It might be possible to find some central location and build up a permanent summer school as a permanent summer resort and get the conference of superintendents behind it in an effective way. The problem is all up in the air, of course, now, but something might be done that would be very helpful along that line.

Doctor ROGERS. Has anyone else anything to add to the discussion?

Mr. BUCHANAN, of Texas. I would like to bring up the question as to how our deaf teachers, or the teachers in the manual department, could receive this summer-school instruction. They could not go to the universities, because they are deprived of the opportunity. I feel that our manual teachers are entitled to that privilege, and it seems to me that if we had that demonstration in connection with our conventions it would call to us a majority of our manual instructors in the profession, and they are the ones that we are surely neglecting.

Doctor ROGERS. I think the suggestion of Mr. Buchanan is a very good one. It is one that I have thought about a great deal; also Mr. Lee, the principal of our school, and I have discussed that together quite often in the past spring; in fact, we have had some correspondence, I believe, with Doctor Hall in regard to it. Mr. Lee, can you tell the conference something about what was thought out on the subject?

Mr. LEE, of Kentucky. I wrote Doctor Hall and asked him whether it would be possible to have such a summer training class or school at the college and he said that the college was doing a lot of repair work during the summer and they did not have a sufficient number of teachers there who could conduct a summer school, and

the expense would be so great that he did not know whether he could make it go, and he suggested that we appoint or suggest two or three men from the profession to go, say to Columbia University, and in connection with the summer course that they are giving at Columbia University give this normal training course or summer course to the deaf manual teachers. We had several letters back and forth on the subject, and I asked him if it would not be possible to figure out on a basis, say, of 40 manual teachers, the total expense, and then set the tuition and board charges accordingly, and let those teachers who benefited by the course pay the whole expense. He said that he did not know where he would get the instructors, and I suggested several of the most prominent men in the profession, who are known to be successes in their special line, as part of the corps of instructors, together with a psychologist or outside lecturer, whose lectures would be interpreted to these teachers, and the whole thing came to this final decision on the part of Doctor Hall: That this year was the year of the convention here and the convention in England, and it was so late in starting the idea that nothing could be done, but it would be given thorough and careful consideration in the future. That is as far as I know.

Mr. TILLINGHAST. Mr. President, I had that proposition put up to me pretty strongly. We have a very large contingent of manual teachers in the Missouri school, and when this pressure was being brought to bear to have the younger, as well as some of the older, oral teachers attend summer schools, several of the manual teachers were very anxious to attend the summer school and asked me where they should go, how they could get this training. I could not give them any satisfaction whatever.

I believe I will just make the motion, in order to get this matter before the conference in definite form, that a committee of three be appointed to consider the matter of promoting a summer school or summer schools, and also consider the question of providing some summer-school training for manual teachers.

Doctor JONES. I second the motion.

(The motion was put and carried.)

Mr. ARCHER, of Illinois. I simply want to add the approval of the Illinois school to this plan of providing something for the manual teachers. We have found among our regular teachers that they can go to summer school and really get something from it. We have received a very ready response from them. They are all willing and eager to do what they can for their own improvement, but, as Mr. Tillinghast says, when it comes to the manual teachers, the deaf teachers, where can they go? We have no answer to give. There is no place they can go, and I felt for a long time that there should be some place where these teachers could have equal opportunities for improving themselves, equal with those who come here.

Doctor ROGERS. Are there any further remarks?

Mr. LEE, of Kentucky. Mr. President, would it be possible to have this summer school for manual teachers following the convention, along with the summer school for oral teachers? That is a question that might be left to a committee.

Mr. TILLINGHAST. You might combine them.

Mr. LEE. Combine the two. Without a summer school for manual teachers, it is hard to pass a rigid rule requiring the teachers to take summer training when they are on an equal salary basis. It looks as though it is unfair to the oral teachers to have to pay their money for a summer training course if the manual teachers have no place to go. In view of that fact, our board passed a resolution which will become a by-law, requiring teachers to go to summer school once in five years, and that this by-law apply to manual teachers as soon as such a school be provided. That is the only way we can get around it. But still it is a little unfair to those who have no place to go.

Mr. E. MCK. GOODWIN, of North Carolina. Mr. President, would there be any good reason for having two schools? In other words, a good part of the work that is done for oral teachers could be given to the manual teacher, at least half of it. Have this summer school established somewhere and a good staff of instructors and let certain sections of it be interpreted or given to the manual teachers. Have them instructed in groups, as you do in any other summer school. It would keep them in touch with each other, it would correlate the work, and, I believe, it would be better than to have two distinct schools in different localities.

I am not talking from my experience in the little four weeks' summer school that we had at my school, but from my knowledge of the correlation of work in any combined school. We have one corps of teachers, one set of textbooks, one method of language work, just as far as we can bring the two into one.

I would advocate having a big school for both manual and oral under the same surroundings, and to make that successful there ought to be a group of deaf children to be kept in the schoolroom. It ought to be at some institution or some central point where they could open a school, and it ought to be for about six weeks. It could be conducted at a minimum cost in getting your staff by combining the two.

I am almost afraid to get on my feet at these conferences and conventions, because I have had a great deal of faith about teacher training and the necessity of it, or the lack of it. We discovered through these summer schools that some of them would misrepresent to you and say, "I have had some English at Northampton," or they frequently say they have had training at Northampton when they did not go there, and when we have gone into it a little more carefully during the year we find that they have had precious little training anywhere.

We should raise our standard for admission into the profession. It should be a closer corporation. Sometimes they slip into it and get somebody to give them training when they have not had more than the eighth or ninth grade in public school. Haven't some of you had that experience? If we could get something put across in this superintendents and principals conference that has a little more force, so that it would be possible to require at least two years' college work after high-school graduation, it would give the whole work a little more of a professional tone.

We all agree that there should be a standard of qualification. When a teacher in the eighth grade applies for a position the first

thing we ask is, "What course have you taken?" Then the certificate would indicate what training she has had, and this gives us an opportunity to study her experience. Too frequently we have an application from a teacher of long experience, sometimes too long, with a staff of teachers that has close supervision. My observation has been that the young woman of background, of educational qualifications, and a year's training will do better work than one that has been teaching 10 or 15 or 20 years under very ordinary circumstances and with very indifferent supervision.

If we could raise the standard in the beginning, the qualifications, we would enhance the profession. Our good friend Doctor Goldstein said there were only two schools prepared to teach teachers. That is not true. When asked what schools they were, he said, "Clark School and Central Institute." He even left out Gallaudet College.

We have been training normal students for years. We are not specially well prepared to train teachers. We have had to do it, however, in self-defense. Some of the teachers we have trained have done well. In teacher training I always make it possible for my principal and my staff to do the training. I have turned down twenty-odd applicants this year. I had 75 and turned down twenty-odd who wanted, who were seeking training. By the way, they were some propositions, too. I have had the best line of applicants for normal students this year that I ever had. If we could raise the standard in the beginning we would enhance the profession.

Doctor ROGERS. Are there any further remarks on this question?

Mr. J. W. BLATTNER, of Oklahoma. Mr. President, I agree with Mr. Goodwin in that I would like to raise the standard, the educational qualification of our applicants for positions as teachers. During the war we had to take almost anything we could get. We were compelled to take high-school graduates and some who were not high-school graduates, but we have gone past that stage now. Material is more plentiful, and good material. I get more applications now—I did this year—than I had for a number of years in the past, and it seems that the applicants have a better education, are better qualified to go in and take this training. And as the material becomes more plentiful and our money increases, so that we can pay them better salaries, we can, and we have a right to demand, a higher standard of qualifications. Now, that applies to our hearing and speaking applicants. It should apply to our deaf applicants as well. I have made a rule in our school that we appoint only deaf teachers who are graduates of Gallaudet College. And the rule that we are trying to work out there—it may have to be side stepped once in a while, but we will try not to—is that our hearing and speaking applicants will have to acquire a first-grade certificate or a degree from a college in good standing. That is the standard that we require.

Our salaries are not so large as they pay in some other States, and as we get that kind of material and give this special training and allow them to come in and teach, and they have had a little experience and their ability to teach has been increased, they become more valuable to the school. Then you fellows come and take them away from us. [Laughter.] But we are going to try to improve that situation somewhat. We are trying to get more money so that we can keep them.

I have noticed that some of you gentlemen have had a great time here at this convention hunting teachers—and you do at every convention. What is the trouble? It may be that you have the same sort of trouble that we have, but we have not lost a great many teachers, not as many in comparison as our good friend Mr. Goodwin has.

MR. GOODWIN. Not more than half a dozen.

MR. BLATTNER. But I think that if you get local talent, people who have grown up in the community perhaps, or in your State, and give them training, if you have got a good supervising teacher and give them training and put them into your school, they are more apt to stay. Of course, some of these young girls want to go out and see the country. We have that, and you have all had that situation. They will come in and take the training and you think you have got them placed there, that you have got them placed where they can create a name for themselves, and then they just hop off and leave you. But as a general thing, if you secure good local talent you will stand a better chance of holding them.

MR. GILBERT, of Michigan. I think what all of us have got to do—and it is the sensible thing to do—is that we should all be missionaries in the enlisting of good material to come into the profession, not necessarily training people who are in the profession, but to go out and canvass those people, the graduating classes from the good high schools in the neighborhood. I have done that the last two years. Go right to some of these towns and present the matter to the teachers as a purely professional proposition. It is surprising to think that right in our own city they did not know that we had such an opportunity to offer, and in some of the other cities around us. In Michigan at the present time there are almost a thousand more teachers graduated from the normal schools than there are openings in the public schools. Now where are those people going to go? You can see at a glance that the people who graduated from the university and the four-year courses in the normal schools are going to have preference, and that will leave the two-year people stranded. I don't know whether you are confronted with a situation like that in some of the Western States, or elsewhere, but at the present time the teaching of the deaf, it seems to me, offers a very fine opportunity. For instance, we have succeeded in getting five people. Three of them were the honor graduates of the high schools from which they graduated.

I believe that we have got to go back and develop and systematically build into our work some good material out of which we can make teachers and not wait to take whatever we get or whatever we happen to have or whatever comes to us.

I want to say this to you very frankly. We have had a training course. I thought at first we would throw it up, give it up. The last year we took in eight applicants. Some of you picked up those graduates, the ones on which we do not really put the stamp of approval. I have in mind one teacher that I would not want to teach anywhere, but she was taken up. The same thing happened this year. People take up these teachers without even asking our judgement.

It is our business, it seems to me, to get the right sort of material. Instead of sitting down and taking the ones that are handed to us,

why don't we go right out and get something that has the training and general make-up that we want? And we can get them if we go after them.

Mr. BJORLEE. Mr. President, I do not propose to prolong the discussion on this subject, but I just want to say one word in connection with what Mr. Gilbert has just said. For the past five years I have had a great deal of correspondence with teachers' agencies all over the country, as secretary of the convention, and we have had quite a number of teachers who have gone through the equivalent of third-year high school and have taken a six weeks' normal training course, and I have never had one left on my hands when school opened in September.

Now, it seems to me that we can talk all we like about raising the standard. We are not getting them into the high school, many of them, and here we are talking about two years in college. There is only one thing that will fill the demand, and that is an equalizing of supply and demand, and we will simply have to get behind this thing and just about double our salaries, and if every superintendent would decide that within the next five years he is going to double his teachers' salaries, we can get high-school people and clever people in. But I know I have had teachers in my school that I did not think were up to the standard. I have not invited them to come back the following year. I have found when September opened that they had been invited to go to other schools at an increase of as much as \$200. What is the impression on the rest of the teachers that stay in the school, when teachers who are not invited to come back because their training was inadequate and they were not efficient teachers are picked up by somebody else and paid a \$200 advance? And that condition is going to maintain until we can all get the salary up around the \$2,000 mark.

Doctor JONES. Mr. President, I suppose there is no school in the country that is having harder lines right now than the Ohio school, but we can get all the college graduates that we want in our school.

Mr. GOODWIN. College men?

Doctor JONES. All the college graduates that we want, if we advertise. When I get home and find out that our salaries are to be so-and-so, then I can talk business and advertise for teachers in the city paper. I will get perhaps 50 or 75 applications from college graduates. Now that can be done, I should think, in all schools that are located in large cities.

We have a two-year requirement, two years of normal or college training, in addition to high-school graduation. That is established by the department of education when they appropriate for salaries. The department of education allows a credit of one year for our own training. I don't think there is any better training than Ohio training and the school records there show it.

I did not get up to speak of that particularly, but rather of this other question, of training following the convention. I think that is somewhat putting the cart before the horse. The training should come before the convention, and then the convention should be the culmination of it. A convention has a dissipating influence. It gives one ennui. One wants to go home, and when he sees the crowd going he is inclined to find all sorts of excuses. But I think a

training school could be started four or six weeks ahead of the convention, and those in training could look forward to the convention where they could meet superintendents and stand a better chance of getting positions. We ought to do a wonderful work with such an arrangement. Now, if the convention should come to a place like Ohio, we can easily arrange that thing before the convention. We have everything there for that purpose.

Mr. LAURENS WALKER, of South Carolina. A six weeks' course?

Doctor JONES. A six weeks' course, by postponing it a week or so. Let the convention come a little later. Or if it should not come to Ohio, I think almost any school large enough to accommodate the convention could do the same thing. But it would not be a great expense to us. There would only be one overhead railroad fare for the students who come in to take training. The expense of instruction would be greatly reduced. Those in charge of that kind of work ought to be willing to give quite a reduction on their services ordinarily. It could not be a money-making plan, but a plan somewhat of sacrifice for the good of the cause.

I never thought of this until it was spoken of, but many of these things have been running through my mind, and I think the training school should precede the convention. Then the young ladies, knowing the convention was coming on, would prepare themselves to be seen, to meet those who appoint teachers. It would be the best stimulus that I know of that they could have.

Miss ADAMS, of Massachusetts. May I ask what the salary would be for allowing teachers in service to come to a summer school which preceded the convention and was going to take up five or six weeks? Would your board pay full salary for that time if they were teachers already in service?

Doctor JONES. I can not answer that. I doubt it.

Miss ADAMS. It would mean a pretty big thing for a young lady on a moderate salary to forfeit her last month's pay and pay the expenses of carfare and all that, and pay the expenses of a summer school. I don't think I could find any who would do it, and I think that our school committee would object to letting a teacher off for so long a time.

Doctor JONES. It should not interfere with the school. The normal training class would have to come after school was closed, about the middle of June.

Miss ADAMS. But our school has just closed. It closed the 26th of June.

Mr. GILBERT. I think we should ask Miss Van Adestine to describe the plan that we have got under way in Michigan. We have got \$5,000 for five years now in connection with our State Normal School at Ypsilanti that is going to affect our preparation of teachers for the deaf. I would like to hear from Miss Van Adestine of the day school in Detroit.

Miss VAN ADESTINE, of the Detroit day school. In reply to Mr. Gilbert's suggestion, I will tell you something of what we have planned in Michigan.

In connection with the State Normal College at Ypsilanti, where teachers are trained for the regular work in public schools, there has been established a department for training teachers in special

education. This training covers a period of one year. The first part of the year is work in psychology, general psychology, or, rather, the psychology which applies to the particular work that the student expects to do in the line of teaching. They have included in this plan of special education training for teachers of the deaf.

The teachers who take the work in special education are those who come back to the college for their last or third year of teaching. They are teachers who are graduates of the college and are successful teachers of experience, and come back to take the third year in special education, which is credited to them on a degree from the college.

We hope that this will do something to supply the shortage of well-qualified teachers. Well-qualified, successful teachers of experience are hard to get, and it is my experience that there is not enough money paid for the right teachers. Too much is paid for the teacher who does not render the kind of service that we want, but not enough for the teacher who has made a thorough study of the problem and stands ready to give, and gives unceasingly, of her best efforts, physically, mentally, and in every way. That is the teacher who is underpaid.

Ypsilanti, Mich., as I understand it, will work out something to supply the teachers, teachers with normal training and professional training, plus training for the special subjects they are to follow and this includes—if they choose to become teachers of the deaf—training for teaching the deaf. It is in connection with the accredited State Normal College, and I think it is a great advantage in giving a standardized outlook for the work. And, as Mr. Gilbert has said, it is receiving the favorable support of people with means, who are anxious to see it successful and want to make a go of it. The whole activity promises very well for the training education of teachers of special work.

The question of salary has been discussed more or less, and my experience is that for the salaries that we are willing to pay it is hard to get the right kind of a teacher to come in.

Mr. F. M. DRIGGS. I do not want to stop the discussion, but we must adjourn or take a recess until 11 o'clock. The teachers are all ready to come in, and Doctor Mogridge is here. It is now 10 o'clock.

Doctor ROGERS. The question is now before the house. Shall we vote on it before we adjourn? I shall ask Mr. Tillinghast to state his motion again.

Mr. TILLINGHAST. My motion is that a committee of three be appointed to study the question of establishing a summer school, either in connection with the convention or otherwise, as it may think best.

Doctor ROGERS. A summer school for manual teachers?

Mr. TILLINGHAST. Both oral and manual teachers, teachers of the deaf.

Mr. LAURENS WALKER. I move that we recess until another time. We are getting more good out of this than we expected, and I move that we recess, to be called at the option of the president.

Doctor ROGERS. Will you accept that as a substitute motion?

Mr. TILLINGHAST. Yes.

Doctor ROGERS. He has withdrawn his motion temporarily until after the next speaker. The question now before the house is, Shall we adjourn and continue the session at 11 o'clock?

MR. LAURENS WALKER. At the option of the Chair.

Doctor ROGERS. There can be no discussion. All those in favor of that motion will say "aye"; contrary, "no." Carried.

(Whereupon, at 10 o'clock a. m., the meeting recessed until 11 o'clock a. m. this day.)

MORNING SESSION—resumed

Mr. GRUVER. My friends, Iowa is blessed with a number of good schools. Among them is a school located about 20 or 22 miles south of us, one that is well known over the United States for the very excellent work that it is doing with a specialized line, with children of a special class. The School for Feeble-Minded at Glenwood is operated under the State board of control at the present time, and is one of 16 that is under the control of that body.

We had hoped—and as you saw in our program we had intended—to take the entire delegation down to see this typical Middle West school. After discussing it with the program committee and with Doctor Mogridge, we felt that we might have gotten you in automobiles down there very nicely, and the doctor promised you a good supper and a nice concert, and you would have had a good time. We felt that we might have gotten down there, but if a shower came up I don't know whether we would have gotten you back, and we might not have had so comfortable a time as we had anticipated.

So the doctor said, "If you can't come down to us we will come up there," which he has done. It is a very great pleasure to me to present to you Dr. George Mogridge, who is going to take charge of the meeting now. [Applause.]

ADDRESS OF DR. GEORGE MOGRIDGE, SUPERINTENDENT OF THE IOWA SCHOOL FOR THE FEEBLE-MINDED, GLENWOOD, IOWA

Mr. President, ladies, and gentlemen, it occurred to me that rather than hear a speech or an address you would prefer to hear a little music. Perhaps you have had music in your sessions before this morning; at any rate, I thought it would be a relief from the tedium of work, so I asked our orchestra of children if they would like to come and play, and they were very much pleased at the opportunity. After they have played several selections I shall say a few words in regard to the work that is being done at Glenwood, perhaps the work generally that is being done in our particular line, but I will now ask the orchestra to play one or two selections for your pleasure, and I hope the children's efforts will please you. [Applause.]

(The orchestra of the Glenwood school played a number of selections.)

Now we had better let the orchestra rest a while, and for a brief space I shall talk to you. [Cries of "Louder, louder."]

You have heard the story about "Louder," haven't you? I am going to tell it to you anyway. There was quite an audience pres-

ent at a meeting, and the speaker was not very distinct, and some one in the back of the audience shouted "Louder," but the speaker didn't raise his voice any. The man got up again and said "Louder, louder." Somebody down in front said, "Can't you hear the speaker?" The man in the back of the room said "No," and the man up in front said, "Well, thank God, and keep quiet." [Laughter.] That is a little forecast as to how you may feel after a while.

It is rather strange, perhaps, that one caring for those that are behind in mind should talk to you who are educating children who are simply deaf, but if you will look into the history of your own work I think you will find that early, very early, efforts were made to teach these tangled minds, these backward children, in some of the institutions that were caring for the deaf. At that time the institutions were called "asylums," asylums for the deaf and dumb. Particularly is this true of the one at Hartford, Conn., where some children, backward children, children of mental feebleness, were taken into the school and instructed and received considerable benefit. That was quite early. I think perhaps that is the earliest record of any effort made for such children as we have at Glenwood in the United States.

A little earlier than that the French had commenced, or a man in France had commenced, a physician named Itard, had commenced some work in 1800, but it was spasmodic. They got a savage that was found in the woods of Aveyron, or a savage boy, they thought he was, but he turned out not to be a savage; he was simply an idiot, so the effort was abandoned. After a while Itard left the work. It ran along till about 1846, isolated efforts being made in France by different doctors, and then a Doctor Sequin educated some children at his own expense and in connection with government hospitals in Paris, and then published a treatise on the education by the physiological method, the first work or book that was ever written in connection with the work for those that were mentally feeble. It is a classic to-day.

Now, the work was rather interesting. In the United States there were certain people in the Eastern States who thought that there should be some provision made for backward children. Provision had been made for the blind, provision had been made for the deaf, but there was no provision made for these backward children, these mentally feeble children, if you please, and along about 1850—I am giving you these dates roughly—both Massachusetts and New York got to thinking, certain citizens in those States, that it would be well if they established some experimental schools, and they got their inspiration from Doctor Sequin, of Paris. In fact, Doctor Sequin came to this country, owing to revolutionary matters in France, and remained in this country from about 1851 until his death, and he was largely helpful, at least, very helpful, in the establishment of the early institutions. The first school, however, that was started was in Massachusetts by Doctor Wilbur at Barry, a private school which is still continued and is conducted by a Doctor Brown, a son of the elder Doctor Brown who followed Doctor Wilbur. That was in 1848.

In 1851 and 1852 Massachusetts established a State school and New York also a State school, and following that we find Pennsylvania coming into line by the efforts of a schoolman named Richards, who started a small school at Germantown, which was afterwards merged into a larger institution at Elwyn.

It seems that some of the earlier schools, the one in Connecticut, for instance, were private schools. The one at Elwyn was private and the one at Barry was private, and although the Lakeville institution still exists—that is in Connecticut—and the Elwyn institution in Pennsylvania is still running, they are still private in a measure, being corporations receiving State pupils. This is perhaps true of some of the earlier work with the deaf. I think I understood at one time that Mount Airy was a school of that character. It was established privately and is still maintained by a board of trustees who are self-perpetuating.

So the work was not taken up entirely by the State at first. It was rather slow and uphill, and I don't just know how the people of the States felt in regard to it. I think they were quite skeptical. Generally speaking, the public was slow to take up new endeavors. They thought it would be futile and a waste of public money, and so the pioneers in our work had in the early days to gather into their schools the very best of this type in order to make a showing of progress.

The law in Iowa under which our institution—our institution was, by the way, the eighth to be established by any State, I want you to remember that, please—the eighth State in the Union, and we were then a very young State in 1876, and fell into line and created a State institution in that year at Glenwood. It is now 49 years old, 49 years old on the 1st day of July. We shall have our fiftieth birthday July 1 of next year. Iowa fell into line, and in the law creating the institution is this statement: "That every child and youth residing in the State, between the ages of 5 and 18 years, who by reason of deficient intellect is unable to acquire an education in the public schools, shall be entitled to the physical and mental training and care of the institution at the expense of the State."

The fathers of the work pleaded that this extension of school privileges should be granted by the State, should be made by the State. They pointed to the fact that children everywhere had school facilities, advantages, free schools; that there were schools for the blind, there were schools for the deaf, but for these tangled minds there were no schools, and it was the last link in the school system. And so our work at Glenwood and the work generally, I think, has been with an idea of school training. I don't mean just the formal school, but it has been on an educative basis, and we have always kept the school idea prominently in the minds of the people of the State, and I think I can say without contradiction that that is one of the features which has brought to us the support of the people of the State. They want their children educated. There is no hesitation about sending a child to Glenwood, because they want their child to learn something that they can not teach at home and which the child is debarred from receiving in the public schools. In fact, ladies and gentlemen, the difficulty that we have in the State of

Iowa is not to get children but it is to keep them out. In other words, there are more than we can take care of.

We now have at Glenwood 1,550, with a prospective 1,600, by a little room that we are making. Woodward, which was a hospital for epileptics, is also a second school for the feeble-minded, and they have about 400, so that altogether the State of Iowa has in her schools, her two schools, nearly 2,000, and in ratio to population I believe that Iowa stands very high. We have a little over two million and a quarter population, and we have 2,000 of these children in our two schools, and when you figure the ratio to population I think you will find that Iowa is, if not the first, at least second. It may be that Massachusetts with three institutions is a little ahead of us, but I rather doubt it.

Now, how do we teach, or what do we teach? Our efforts, of course, are to teach the children the things that they can learn. It is a little world, the school at Glenwood, and we have children there that are 40 or 50 or 60 years of age who are still children. We do not think of them entirely in chronological years. The child is perhaps 50 years of age, but 5 years is the actual mental age. They do not all grow up.

It is useless for us to try to teach these of a low age, 4 or 5 or 6, the things that a child of 16 or 18 would learn, although the latter may be their age chronologically. So our curriculum, if I may so speak of it, is based on the child's intellectual capacity at the time it is received, and in order to waste as little time as possible we make use of tests with which you are all familiar. We use the Binet-Simon test (a revision), and we also use the Stanford test, but mainly we rely upon the Binet-Simon test. That gives a short cut and tells us about the mental level of the child, and from there we commence our educative processes.

We want to teach a child the things it should know, that it can make use of when it becomes a man or a woman, chronologically, if that ever should take place, and so outside of the purely academic training we use a great deal of manual work, occupation work. The boys and girls are instructed in music, that is those that are capable. Not all of them are capable of rendering music such as you have heard to-day, but a great many are. We also use singing.

Then we think it is good teaching to put a boy who has got muscle and stamina at work, after he has gone through the school and perhaps learned to count up to several hundred and do a little figuring, but not to read very understandingly, or he may be able to read a little. But he can get behind a plow and he can follow a harrow and he can help on the farm, or he can work with the cows, or he can be in the garden, or he can work with the engineer. That is all training.

We make our own bricks. The bricks in all the buildings of the institution, the common bricks, were made by the boys of the institution.

They repair all the shoes.

They do the printing. All printing that we have is done by them. Here is the little program for our Fourth of July celebration, and it was put up altogether in the little printing office that

we have. We do not try to make great printers, but we do do that work.

The girls are busy in their household duties, as any girl would be.

If we have little children, really young little ones—and quite a number of such come to us, sent to us by the courts—we put them in families with the older girls, and they help raise these little children. Some of the very helpless ones are put in there. I do not like to have children graded just according to size and so on, all together, because that is not the family way you know. A family is not all children of one age. If there are five or six or seven children in a family, they run right along up in ages, and I like to keep my children something in the way of a family, keeping them so that one can help another; one who is a little younger is helped by one a little older; one a little weaker here is helped by one a little stronger there.

And so all the training in the schoolrooms, with their ordinary school work simplified, consists of working through the eye, through the hand, through the ear, physiological methods worked out by the fathers of the work long before, ladies and gentlemen, long before the kindergarten was ever thought of. And I just want to inject this thought here, that the work in training those of feeble mind was the inspiration, I think, to many of the newer methods of education which are in use to-day. The kindergarten surely sprang from methods that we were using long before the word "kindergarten" was thought of. The word "calisthenics," light gymnastics, I believe was coined in connection with the work that was being done with our children; light movements of a gymnastic nature, suited to the physical needs of the children that we had in our institutions.

Well, how do we get along? What is the result? You have seen, you have heard these children here, all proficient with their own instruments. I can not play any music. I enjoy it, but I never could learn anything of the kind that they have been giving to us this morning. They are fairly good in their way, and in other lines we have other children who do fairly well in other ways, out on the farm and out with the carpenter and with the engineer; and the girls in the house, willing helpers, cooks, domestics, who serve and wait at table, sewing, fancy work, needlework, basketry, many, many things, and yet most of them will need some strong guidance and care after they leave the school at Glenwood. The great majority will need some supervision, and that is one of the problems that I am not going to enter into now, one of the problems that we have at our school and that we have in the State—what methods, what means, how can we take care of these children in after life, at least, when they leave the institution? How can we protect and help and push along when they leave the institution? It is a little different than is the case with you. You are not so concerned. You educate and the children go home, and you are interested in knowing how they get along, but your function has ceased at that time, and our function, really our main function, ladies and gentlemen, commences right at that time, because then is perhaps the dangerous time.

Now, I do not know that I have been explicit enough or that you have understood what I am trying to say. I think that the work at

Glenwood and kindred work are, of course, the greatest work that can be done. I want everyone of you to think that your work is the greatest work that can be done, as I think that my work is the greatest. It is the greatest for me, and possibly your work is the greatest for you. We can not know much about each other's work, but we are working together to educate. Some are educating one kind and some another and some another, but I think we are all working for an uplift.

I just want to conclude with this thought: Not long ago the man who drafted the bill which created the institution at Glenwood 50 years ago, a very simple little bill, a law that has never been changed or modified in any particular way—he is an old man now, 85 or 86 years of age—was telling me his reflections on life, and he said that he thought that the greatest satisfaction that could come to any man or woman as they neared the end of life was the reflection or the knowledge that they had in their lifetime been working and helping some one else and doing it to the best of their ability. I think it is true, and you who are working with some of these difficult problems can take to yourself the satisfaction that at the end of your time you have been of material help to some who needed it. [Applause.]

Mr. F. W. BOOTH. I want to ask Doctor Mogridge about how many they are able to send back into society per year?

Doctor MOGRIDGE. Of course, a question of that kind is rather difficult to answer. We change our population possibly 150 each year. That would be a tenth part of our population that leaves us. There are some of the lower types of children, those that are very helpless, who remain indefinitely, for there is nothing for them on the outside. It would be a disaster if they were to be taken away, because their friends could not care for them properly. They are babies, although they may be 40 or 50 years of age. So that the lower types remain with us, and they are the cumulative number.

Among the higher types, those approaching the normal, we change a great many in the course of a year. It depends upon the conditions of the home, the environments of the home, and other conditions in regard to whether it is advisable. And I say there is our problem, sir. If we knew just exactly that we could control on the outside as we control on the inside the proportion would be very great, much greater than it is at the present time.

There are some little programs here that I am going to leave with you, only a few, of the Fourth of July celebration. We commence the parade to-morrow at 9.30, and any of you that are at liberty in the morning and can drive down to Glenwood, you will see some of the things we do when we are in holiday trend and feel like it.

Doctor WALKER. Just one word to the convention. Fellow workers in the training of the deaf, I am sure that we have been deeply impressed with the talk and the exercises of this morning. We are so prone, as teachers of the deaf, to think that we are handling a handicapped class of children that is difficult in its line, but when we come here this morning and see what is being done in a different handicapped line I am sure that we shall go away feeling better

in our respective spheres of work, and I am sure that I voice the sentiment of this entire convention when I beg to thank Doctor Mogridge for his presence this morning, for this splendid entertainment. It shows what has been done and what can be done in this special line of work. I know we have benefited by it and that we will feel the better for it in our own work. [Applause.]

Doctor MOGRIDGE. The orchestra will play a little serenade and then a march, and that will be the conclusion of the program.

(Music by the Glenwood Orchestra.)

Mr. F. M. DRIGGS. May we have your attention while the orchestra is resting, please?

At 2 o'clock this afternoon we shall have a three-ring circus. The first ring will be in this room on teachers, contracts, measurements, etc., conducted by Mr. Gilbert, superintendent of the Michigan school. All superintendents and teachers who are interested will assemble here at 2 o'clock.

The second ring will be in the room opposite the library, the day-school teachers, with Miss Adams presiding.

The third ring of the circus, which evidently will be the one with the most muscle, will be on this same floor, on the balcony, which is between the wing and the main building, right out here. I don't know whether we are going to have a boxing match or just what it is, but it is physical education and athletics and sports, with Doctor Long presiding.

Immediately after the music the superintendents will please remain here and continue the work they started. We want you to finish your job before you get away.

At 6.30 this evening two trolley cars will be here waiting for you to go and enjoy the hospitality of our prairie friends, Mr. and Mrs. Booth, of Omaha. You will see the muddy Missouri River, which is never clear, and whose beautiful water we drink when we go through Council Bluffs. We want all of you, please, to go with us to the Omaha school at 6.30.

Mr. Booth has an announcement to make regarding the death of Doctor Crouter.

Mr. F. W. BOOTH. After my arrival this morning I received a telephone message from Mrs. Booth stating that she had received a letter from our son Edmond containing an announcement or a letter from Gordon Crouter, who has been a student at Dartmouth College during the past four years—I think he graduated this year—to my son Edmond at Casteen, Me. My son, Edmond, I may say, in order to give you the background to this message, is an instructor in Dartmouth College, so he and Gordon were pretty close together, and that explains why Gordon wrote to my son Edmond. The message reads:

I know that you will be sorry to hear that father died suddenly yesterday afternoon.

That was last Friday.

He had not been feeling well for a few days, but his death, as the result of a stroke, was quite unexpected. However, he died as he really would have wanted, right in the midst of his work. The funeral services are going to be held in Wissinoming Hall on Monday afternoon. Interment in Burlington, Vt., on Tuesday.

Doctor WALKER. Fellow workers, as the president of this convention, when I arrived in Council Bluffs I learned of the death of my long-time friend and coworker, Doctor Crouter. Just a few days before I left my southern home I had a very delightful letter from Doctor Crouter saying that he regretted very much his inability to come to this convention, not on account of his own physical condition but on account of that of a member of his family. When I arrived here the news met me that my friend, Doctor Crouter, was gone, the last except myself, probably, of that line of men in this work in the United States. I had expected in the days past to meet him here and probably shake his hand for the last time.

Doctor Crouter was a man whom we all loved, whom we all respected, a man who stood forth as one of the leading men in this profession in the United States, a man probably who has done as much as, or more than, any other one man of later years for the advancement of our work, and I am sure that we were all very sad to receive the news of his death, as we were also to hear of the death of the other two men who have stood forth in this work as leaders and as men whom we expected to follow but who have died since our last meeting. I refer to Doctor Dobyns, of Arkansas, and Doctor Tate, my dear friend of the Minnesota school. The shock that came to us was indeed very great when we were notified of the death of Doctor Crouter, the like of whom probably will not be seen again in our work for some time at least.

I ought to have announced that officially a telegram was sent promptly to the family, a telegram of sympathy with the family in the death of our venerable friend.

Mr. BOOTH. I would like to express a word of tribute at this time to Doctor Crouter. As many of you know—and as all of you will know when I tell you—I was intimately associated with Doctor Crouter for a period of 25 years, and I feel that in his loss I have lost almost a brother, and I can not help but think it possible that he is now listening in on the proceedings of this convention, and I can not help but think that he sees and feels the spirit that pervades this convention, as related to the advancement of the great work to which he gave his life, that spirit which pervades this convention, in striking contrast to that which prevailed in the 10 or 15 conventions that he and I and a good many of you have attended in our professional lifetime, that spirit for speech for the deaf, for every deaf child that can acquire it, and English for all. Doctor Crouter stood for that spirit, and he was largely responsible for it in his own work and his own life, his own practice, his own spirit, for that spirit that now prevails. It was largely born of him. We have it as our inheritance and it is for us to carry onward that spirit we have inherited from him. [Applause.]

Doctor WALKER. The convention will now stand adjourned and Doctor Rogers will please take the chair as president of the conference of superintendents and principals.

CONFERENCE OF SUPERINTENDENTS AND PRINCIPALS—resumed

Doctor ROGERS (presiding). The question before the conference when we recessed was on the motion of Mr. Tillinghast as to the establishment of a summer school, the appointment of a committee

of three to look after the question of establishing a summer school for manual teachers, and also for teachers of oral instruction. That question was under discussion when we recessed. Are there any further remarks?

Mr. F. M. DRIGGS. Question on the motion.

Doctor ROGERS. Mr. Tillinghast, will you please state your question again, so we will know what we are voting on?

Mr. TILLINGHAST. The motion was: "*Resolved*, That a committee of three"—do you think we had better have three or five?—

Doctor ROGERS. Three.

Mr. TILLINGHAST. "*Resolved*, That a committee of three members be appointed, with authority to act in the matter of planning and arranging for summer schools for teachers of the deaf, providing for both oral and manual teachers training, annually if possible, and also in connection with our convention meetings, and so far as possible in different sections of the country."

Doctor ROGERS. You have heard this motion, which has been made and seconded. If there are no further remarks I will put the question. Are you ready for the question?

(The motion was put and carried.)

The motion is carried. The Chair appoints Doctor Jones, of the Ohio school; Mr. Tillinghast, of the South Dakota school; and Mr. J. W. Blattner, of the Oklahoma school, as a committee of three on this question of establishing a summer school for teachers of the deaf.

Is there any further business to come before us?

Mr. BJORLEE. Mr. President, I don't know whether this is the place for the little remark that I have to make, but there is one phase of the Annals, the tabulation, that is made out in January of each year, that has never been plain to me, and I would like to have an explanation made here as to just what it implies and what it means. The question is to the effect that they want to know how many pupils there are in the schools that communicate with every other individual at that school by speech only. Now, I have never been able to answer that, because any answer I would make would be unfair. I could say that probably 50 per cent of our children would communicate in speech and lip reading with all of the hearing members of our staff, but if, for instance, we have a deaf gardener, every deaf child would communicate perhaps in spelling or signs with that deaf gardener. The result would be that my whole school, according to that tabulation, would be depending on signs and finger spelling. Hence I don't quite see the object of that little tabulation, and it seems to me that it should be modified and not include probably one individual who brings all the rest down to spell to him, if the understanding is that they want to know how many could communicate with everybody at the school.

I know Doctor Jones can explain that. I wrote to Mr. Fusfeld about it, and he seemed to think this would be a good time to bring up the matter, and I thought perhaps he could explain it a little bit further.

Mr. FUSFELD. Mr. President, the motive behind that type of statistics is to determine to what extent there are children in our schools who do not have any contact whatever with either manual spelling or the sign language in their school life, and for that

reason the question is couched in the form that it is, to find out and answer the question: Is there any communication between any employee of the school and the children in the school via the manual alphabet or the sign language?

Mr. BLATTNER. It does not seem to me that it is necessary to report the whole school as having communication by manual methods. For instance, if you have a primary oral school, or if you have a separate oral department, that department could be reported as being entirely oral or as having communication all orally.

Mr. BJORLEE. Mr. President, would it not be possible to change the wording of that clause so as to cover the situation of a pure oral school that happened to have a deaf gardener, and not bring that whole school down because of that communication with that one man? It seems to me that if they are able to communicate with the average hearing person and with the majority in the school it would cover that situation. I don't see why it would be necessary to segregate our children into one cottage in order to come within the desired classification. Suppose I did that; then I would say in my classification, for instance, "I have 20 children in my school who do not communicate by finger spelling or alphabet." Some one would say, "Well, that is all he has. All the rest of his pupils must communicate chiefly by signs and finger spelling," which would not be the truth.

Doctor ROGERS. Are there any further remarks on this question brought up by Mr. BJORLEE?

Doctor JONES. Mr. President, I am a member of the committee appointed by the executive committee to consider revision of the statistics, and we are glad to have that information and it will be taken care of.

Mr. WIRT A. SCOTT, of Mississippi. There is one suggestion I would like to make in regard to the list of teachers and officers and all employees of the schools which is printed every year, every January, in the Annals. They are all listed there in one general heading, and the suggestion I would like to make is that they be grouped, commencing with the heads of schools; that they be listed alphabetically under that heading; then if we have another group of supervising teachers who are not heads of schools, and then the oral teachers, the manual teachers, and then a list of industrial teachers, and a list of matrons and a list of supervisors.

Now, the Annals is a great help to me when I want to seek an employee, and if I want to get a matron I have to hunt through all that list of names to find different matrons. The same way with the teachers and supervisors. For a number of years I have been trying to get a good supervising teacher, and I look through the Annals to find where they are, and it is hard to get them located. If they were all under one group it would be a very easy matter to run through that and find them.

Mr. BOOTH. It seems to me that the present arrangement has good points in its favor. It is an alphabetical list of the whole body of teachers, principles, superintendents, and employees. An alphabetical list is handy to run down if you want a name, and then when you find the name it states there "matron," or whatever it is.

Mr. SCOTT. That would be a great advantage if it were arranged in groups.

Mr. BOOTH. Certainly; but I can run down the list all right very quickly. If I want a matron, as you suggest, I would run through that list, and suppose under the A's I find two matrons. I write down their names, and then I run through the B's, and say there is one matron in the B's. I write down her name, and in that way in a little while I would have an alphabetical list of matrons for myself. Nobody else, perhaps, wants a list of matrons, and they might want something that I did not want, but everybody could make a list of whatever he wants, an alphabetical list.

It seems to me this is a very convenient list. It is like a telephone directory. Of course, in the telephone directory they do have separate lists by professions, and that would be all right, but for the great body of us, the body of the public, the alphabetical list is what we want. You might make a secondary list, but that would take a lot of printed pages, and I don't think it would be necessary.

Mr. F. M. DRIGGS. Mr. President, I move that we adjourn.

(The motion was seconded, put, and carried; whereupon, at 11.35 o'clock a. m., the meeting adjourned.)

FRIDAY AFTERNOON SESSION

ROUND-TABLE DISCUSSION

TEACHERS, CONTRACTS, MEASUREMENTS, ETC.

The convention reassembled at 2 o'clock p. m., Supt. I. B. Gilbert, of the Michigan school, presiding.

Mr. GILBERT. The meeting will come to order. It seems to have fallen to me to get this thing under way. Mr. Driggs told me just before lunch that Colonel Smith, of the Illinois school, is not here. Mrs. Smith was taken sick and they had to leave, and under the circumstances I think it would be very much wiser if we carried on this meeting possibly as a continuation of the conference of the superintendents and principals and others, as was the case with the meeting this morning, and with that idea in mind I shall be very glad, as I have part of the discussion a little later, to call some one else to the chair, and under the circumstances I should like to call our good and respected friend, Doctor Jones, to the chair to preside.

Doctor JONES. The first thing on our program is "Teachers, contracts, measurements, and so forth," by Supt. I. B. Gilbert, of the Michigan school. We shall turn to Mr. Gilbert.

MEASUREMENT OF A TEACHER'S WORTH

By I. B. GILBERT, Superintendent of the Michigan School

Doctor Strayer, in a recent address, in discussing this subject, reported as the consensus of opinion of 20 superintendents of schools in the larger cities of the United States, that the following items should be considered in the promotion of teachers. These were given in the following order of importance by the majority of these men, i. e., discipline, teaching skill, initiative, personality, progressive scholarship, disposition, and ability to carry on suggestions, accord between pupil and teacher, experience in years, social interest in the community, personal appearance, health. This is given merely as a matter of interest on this subject. Too often in a subject like this the most vital item is overlooked, which is the interest and thought and time given by

a teacher to her work. Some teachers do better work than others simply because they give more time and thought to their work. Success is not a mystery; it is made up of much more perspiration than inspiration.

Bagley says: "We judge the teacher by the process rather than by the product, and we introduce a number of outside purposes and standards to hide the absence of a real criterion." To set up a real criterion for judgment he says: "It is clear that the product of the school must fulfill some fairly definite and tangible condition and accomplishments if his education is to be judged successful." These are (a) a certain number of habits that can be readily tested and worked out systematically, such as oral and silent reading and speech, writing and reading figures readily and accurately, walking and movements of ease and accuracy, and work of all kinds, including shops; (b) a certain amount of knowledge that can be readily ascertained as laid out in a course of study; and (c) certain ideals, as accuracy, truth, personal pride and honor, a natural ambition, and some consideration for the rights of others that can be easily recognized in any school. To test results of any work there must be standards set up by which progress can be measured, and these standards should be simple and plain. Our standards in school are set up by discussion and found in our contact with good work.

As a definite statement of the items or general principles that we would consider in judging a teacher's work, we have outlined the following with an explanation of each. These points may be used as a basis for promotion and raise in salary. They should be given out at the opening of the school.

Teaching too often has been considered a phase of work that was not measurable. Many plans and forms have been used in different school systems and institutions to measure teachers' work upon some basis other than that of personal opinion. It certainly should be taken away from the field of prejudice. Many school systems now have a fairly acceptable plan for judgment of a teacher's worth. The following points are worthy of consideration and in some school systems have been found rational and workable:

1. *Professional preparation and interest.*—It goes without saying that the amount of preparation given, by which work done is made more efficient, is a very important part in the judgment of any teacher, as well as in the judgment of anyone doing work that is somewhat professional. The preparation, both in amount and character, given by the teachers for their work should determine the amount and character of their professional interest.

2. *Daily preparation.*—Regardless of the amount of preparation for your work, something must be done daily to prepare for the work at hand. The professional preparation is often very general; the daily preparation should be very specific. No teacher does her best work without constantly refreshing and preparing material for classes.

3. *Daily results.*—In the last analysis, a teacher's work is determined by the work done, the progress made in both learning and living by the children. It is not a far-away, intangible thing; it is not alone memorizing of lessons, but the willingness and the ambition to learn, the ambition to be somebody, and the readiness with which pupils work, that are some of the items worthy of consideration under this head.

4. *General usefulness.*—The teacher who feels that conducting of a class is the only work required in connection with the school has not given this matter sufficient consideration. The building up of a child's interest in worthy matters, such as good reading, wholesome play, and clean living, are vital parts of a teacher's work. It certainly is true in an institution of this character. Most of the State schools for the deaf require far more of this kind of work than is done here. However, the freedom and willingness with which it is done here is to be considered as a part of a teacher's real worth to the school.

5. *Loyalty.*—Elbert Hubbard, of Roycroft fame, said a very fine thing in this connection: "Be a booster and not a knocker." Suggestions coming from various departments of a school or institution are always acceptable. The really loyal person makes these suggestions to the person who can use them. A teacher should be loyal to her associates, to the best interests of the children, and to the particular institution in which she works. A person not doing this is often a hindrance to the efforts of others. It is loyalty to the bigger things rather than to the smaller things that is taken into consideration under this point.

Doctor JONES. The subject, "Teachers, contracts, measurements, etc.," is now before you. Who has anything to say on this subject? We all appear to be a little sleepy. It must be left to myself.

The old daky minister was very successful in his work, and some of the white pastors that were not so successful asked him one day how it happened that he had such great results in his preaching. He said, "In the first place I tells them what I am going to tell them; in the second place I tells them; in the third place I tells them what I have already told them." [Laughter.]

Now, sleepy as we are, we shall all have to practice that, I think, if we get any life in this meeting. Who has anything to say on contracts? There has been a great deal written about it, a great diversity of opinion.

Mr. GOODWIN. Mr. Chairman, I don't know that I have anything to say specifically about contracts, but Mr. Gilbert touched on one point that I think it would be well for the superintendents to deal with in executive session, figuratively at least, I think that when superintendents are dealing with each other, indirectly touching contracts, there should be just a little tact about unloading on a brother superintendent.

I recall some years ago—I will not tell how many, they might get too close on my track—I had an application from a teacher who wrote a fair letter, and I understood she had had fair preparation, and I took it up with the superintendent, and he said I would be fortunate if I should get that teacher. I got the teacher. [Laughter.] I found out afterwards that he unloaded on me. [Laughter.] Well, if we had a sort of code of ethics among us that we would not unload on our brothers, then there would not be perhaps so much breaking of contracts.

I have always felt that a superintendent ought to release any teacher for promotion, and that has been part of my ethics, at least, never to stand in the way of a teacher's promotion but not to encourage a teacher to break a contract with another superintendent.

Not very long ago, I was given to understand that I could get a certain teacher if I would make the salary just a little larger, but when I inquired I discovered that a contract had been signed back yonder at home for the following year.

Mr. Gilbert spoke of the teacher breaking a contract, and that that eliminated her from the list of teachers afterwards. That is pretty severe, Mr. Gilbert, pretty severe.

Mr. GILBERT. I just said that is the State law in Michigan now.

Mr. GOODWIN. I know it. It is all right, too.

Mr. TILLINGHAST. It is the State law in Oregon, too.

Mr. GOODWIN. I know, and that is all right. That is the rule in our State, and I think the superintendent of education has incorporated it in his regulations, not in the statute, so far as he has control of it.

Now, here is another thing that has come under my observation. About March most superintendents begin to get their mail enhanced considerably from teachers who have no idea of changing. But these teachers get some pretty good offers, and at the last moment these offers are tabulated, figuratively, and shown to the superintendents where they are teaching. Whether there is any increase

of salary or not, the idea is to give those teachers a better rating, to show that "I am wanted in half a dozen different States." Haven't you seen that? That perhaps is just a little foreign to the question of contracts. The teacher has not broken her contract, and perhaps never intended to. We soon find out and stop such a teacher. I know some that have done it, experienced teachers; they are good teachers, too, sometimes. There is a code of ethics that superintendents might adopt or study or employ that would do away with a lot of that, and it would not be a bit of disadvantage to the teacher, not a bit.

Mr. BLATTNER. We as superintendents are a little too much inclined to look at this problem from the standpoint of superintendents and not consider the standpoint of the teacher. There are two sides to the question; and if we wish to be entirely fair with our teachers, we ought to try to put ourselves somewhat in their place once in a while.

I never like to be arbitrary in regard to matters of retaining or turning loose teachers. There are sometimes situations where you would be almost cruel to undertake to hold a teacher to a contract. I will give you an illustration.

Several years ago there was a teacher in our school. She resigned and went out of the profession, went to California to live with an uncle. She lived there several years and finally concluded that she wanted to get back into the profession and she applied to me for a place. I had an opening and I offered her what salary I could pay her. She accepted by letter, and a few days after I had received that letter, in which she had accepted the position, she telegraphed me and said she was offered a salary in a day school which amounted to practically \$500 more than for what she had agreed to come to our school. Now, that lady said, "I will come if you say that I must." Well, what could I do under the circumstances? It would have been unjust to that teacher to demand that she stick to her contract, and I telegraphed her and told her I would release her.

We had another young lady who was married quite recently. She stayed in our school. Her husband had a position in the drug store down town. He was a clerk in the drug store, and this year the proprietor of that drug store bought out a drug store in another town, and he wanted this young man to go and take charge of that other place, and the young man needed an assistant, and the best assistant that he had in sight was that wife of his. She came in and spoke to me about it and said, "It puts you in an embarrassing position," which, of course, it did for a little while, but I said, "Under the circumstances I will have to release you."

Those things come up now and then, and it is very hard to make an arbitrary, ironclad rule binding our teachers to a contract. And there is another thing that we should consider, and that is this: If a teacher is offered very much more than we can pay that teacher, and we say, "We can't release you," do you think that teacher would be as good a teacher during the next year as she would have been if that had not happened? I don't think so, and under the circumstances I think it would be better just to release her and try to fill her place the best way you can.

I never have had very much trouble in regard to teachers cutting loose from us. Our salaries are not the best in the country. They don't compare favorably with the salaries paid, I suppose, here, judging from the appropriation that this school gets in comparison to the appropriations that we get, but I never have had a great deal of trouble about teachers jumping up and leaving us in the lurch, and I think that if we act reasonably and consider the matter from the standpoint of the teacher as well as from our own standpoint we are not likely to have very much trouble.

Mr. LAURENS WALKER. I would like to ask Mr. Blattner did he ever consider the other side of that question? Did he ever reach the place in his own mind, after he had organized his school and found another teacher that he could get that he believed was a little better than the one he had already employed, or could get her for a little bit less money, and be just as good a teacher, and then suggest to this teacher that since conditions had arisen and he had an opportunity to get another teacher who was just a shade better than the one he had already engaged, and suggest to her that she step aside for the year and let you employ the other teacher? That is a rule that works both ways, if you are going to take the broad view of the good of your school. When you get your organization complete and ready for work, if you are going to let one cog slip on you, what about it? Did you ever think of the other side of the question? Did you ever put it into practice and notify one of your teachers just before the opening of school that you were very sorry but that you had gotten a teacher that suited you better and you knew that she would not stay there if you didn't want her, and you knew she would leave if you just suggested to her, and you suggested to her that she step aside and not work that year?

Mr. BLATTNER. That proposition has never presented itself to me. I think I know what I would do under the circumstances. I would just retain the teacher that I had already employed, even though I felt that the other teacher would fill the place better. I think that would be just to that teacher.

Mr. WALKER. That just knocks your argument clear out, then.

Mr. BLATTNER. No, it doesn't knock my argument out at all. It sustains my position exactly.

Mr. TRAVIS, of Indiana. Mr. Chairman, I came in this afternoon with the muffler on. I had not intended to say anything. I am not a superintendent. I am not an employer. I don't hire anybody. I never have been under contract in all the time that I have been with the school in Indiana. I never had a contract, never signed one. But what I want to know is this, in reply to something that Mr. Goodwin said. He said—I didn't know that that was the case—that along about March the teachers would get a whole stack of letters that they would come and show the superintendent where they were getting better offers, and that of course they were just showing them to the superintendent as a teaser, to have him raise their salaries. I want to know what is the difference, as a matter of ethics, what is the difference between a teacher who is employed to work in a school, in an institution, and a man who is working as a salesman or a clerk or an assistant in

a manufacturing institution somewhere. That is what comes to them all the time; they get those letters all the time, and they use them and the manufacturer doesn't think anything of it. He says to the man either "I can" or "I can't." "You are worth as much to me as you are to anybody else. Stay and I will pay it," or "I can't pay it. Go and take it my boy. Glad to have you get it." Now, what is the difference in ethics? That is what I want to know. I am not saying you ought to do that. I just want to know what is the difference in ethics that makes it wrong for a teacher to assume that attitude and all right for anybody outside of the teaching profession. A preacher is always "called to a higher field" when somebody offers him a bigger salary. [Laughter.]

Mr. GOODWIN. It was not the teacher that wanted to go that I was striking at; it was the teacher that threw out that feeler, or rather that offer, and then didn't go.

Mr. GILBERT. I have noticed this, in a study of industrial education for 20 years, that nearly always they know who their good workmen were, and they were perfectly willing to let the poor workmen go. I noticed this with my own son, who is a salesman, selling bonds for a trust company. I notice that all their salesmen have a drawing account, but when their salaries go up they have got to sell up to or beyond a certain amount. Now, what we are after is this: Why don't we know when teachers do or do not come up to grade A or grade B or grade C? But we pay salaries any old way. The poor teacher gets just as good a salary as the good teacher. Do you suppose that I would want my boys to go into a line of work that was run in such a shiftless, unprofessional sort of way, in which anybody that has got the best salesmanship qualities to sell himself can get a bigger salary than the one who spends his time attending to business. That is the trouble with our profession. Hot air gets more consideration than real solid work, and it is our business as superintendents and principals to protect the good teacher and give her a good salary voluntarily. [Applause.] This year we raised the salaries of three teachers after the contracts were signed, after my appropriations came from the legislature.

Why should we be so infernally afraid to spend a few dollars for a good teacher? They are the prizes of our profession, and let us hang on to them and recognize them, even though they never come to you. The best teacher I ever got never said anything to me about more salary, but don't think for a minute that she doesn't get it. She gets it, all I can squeeze out, and she will always get it. Why don't we know our own teachers well enough to put the whole question where it belongs, on its merits, not on the hot-air basis?

Mr. W. A. SCOTT. Mr. Chairman, some time during the past session I had a little paragraph in our school paper that I am not sure was understood as it was intended. It went something like this: "If a teacher wants to jump her contract, let her jump, the farther the better." Now, I have seen since that a construction could be put on that that was not intended. If a teacher comes to me and says, "Somebody else has offered me so and so, and I am going"—now, if a teacher comes to me in that attitude, let her go, and go on beyond there if she will. I have had one or two like that. But this past year I released two teachers. I released one of them the

1st of March, and there was not a prospect in the world that we could carry that class on to the close of the session. This teacher had received an offer of \$1,400 more than I was paying her—that is, I was paying her \$1,000, with her living. She was offered \$2,400 to go up to Newark, N. J., and do corrective speech work. I told her it was going to leave me in pretty bad shape; I didn't know what I would do with that class the next two months, but we talked the matter over and I agreed to let her go.

This past year at the close of the session I had engaged my teachers and had my faculty practically completed, but right at the close I had a certain teacher who had a sister, a younger sister just entering the work, going to another school, and this younger sister was naturally timid and wanted the older sister to go with her, way up North. She came to me about it, and we talked the matter over, and she explained to me in a very nice way the reason why, so I released her. And I think it is all right, if there is a reasonable excuse for releasing a teacher. As Mr. Blattner says, if she is going to get a good promotion I would not stand in her way, but if one has got a little off about something and wants to break her contract, why go; glad to be rid of her. I have had one or two like that, and I have had one or two of the others.

Now, Mr. Gilbert spoke of raising salaries. I would much rather raise a teacher's salary voluntarily than raise it if she comes to me and asks to get a raise. I did that just before the school closed. I had engaged most of my teachers at a certain salary. I found out later that I had the opportunity of raising them, and I raised practically all of them, right along the same line, without anybody's asking to have it done, and I rather think that is the proper way to do; when a superintendent finds he can raise salaries and they ought to be raised, let him do it without the teachers coming up and asking for a raise.

Mr. TILLINGHAST. When I was younger I used to attach a great deal of importance to this question of contracts. The longer I am in the work the less importance I attach to the idea of a contract. There is just one rule, it seems to me, that should apply to both the superintendent and the teacher, and that is the golden rule. I agree quite heartily with Mr. Blattner's attitude, that we should put ourselves in the place of the teacher, and when one has received an offer of four or five or six hundred dollars more than we can possibly offer them, the only fair thing to do is to release the teacher, even though it does cause us considerable inconvenience. I don't know that we should expect exact reciprocity on one hand between a young teacher struggling to get ahead and the State school and the superintendent and all the resources and possibilities of protecting himself that he has on the other. It is not exactly fair to put the two on an equality, as our friend Walker would seem, or pretend, or appears to insist that they should be put.

Now, there is one other point that I think is tremendously important. I think our friend Mr. Gilbert hit it squarely on the head, and that is that the raising of salaries in a great many schools is altogether too much a haphazard affair. It is not based upon scientific measurement or rating of the teachers, and for that reason we

fail to get a great many of the results. We fail to get progress in the school; we fail to reward the merit as it should be rewarded.

I have lately come from a school, the Missouri school, where they had in times past raised salaries. I think they raised on a substantial basis at one time, so much per cent, everybody got the same increase, for instance, 15 or 20 per cent flat raise to everybody.

Then, in the matter of this payment of salaries to men and women, men were receiving a third more salary than the women, and in some cases doing equal work, and some cases doing very unequal work. In other words, there were women who were doing very vital and essential work, work that was invaluable, and yet they were receiving much less than some of the men. That seemed to me unfair, and I went to work and changed that condition—raised the women's salaries and paid the women and the men, as far as possible, according to merit. It is a difficult thing to undertake in a school where that principle has not been applied, where the teacher will come to you and say, "I have taught so many years," and she couldn't possibly understand why, if she had taught as many years as somebody else, she should not receive the same increase in salary.

I think the vital thing is that we should study the proper and scientific rating of teachers, so that when a teacher comes to us and asks an increase in salary we may know whether that teacher is worth that increase or not, and when we undertake to make a salary schedule for a large group of teachers that we will rate those teachers in some sort of scientific way and do justice, pay those who are doing the real, vital work in the school accordingly, and the same with those who are drifters, those who are not really putting their shoulder to the wheel in an effective way, sometimes because they don't know how, sometimes because they lack fundamental training in the beginning. There may be a great many reasons why they are failing to accomplish the work for which they are paid, but if they fail year after year and year after year they are not coming up to the mark of a really first-class teacher, and yet we go right ahead and pay them the same salary as though they were equal to the best teachers we have. We are then committing a real wrong so far as the welfare of the children of that school is concerned. The only thing we can do is, if we have a teacher that is well worth the money, is to give her added duties, supervising duties or something of that kind, and evade the law in that way. It is merely an evasion. We want that teacher; we want to pay her more money. The law says we can't do it because seniority governs; so we evade the law and gain the end in some other way.

There is one other thought on which I wanted to make my position clear, and that is the one on teachers and contracts. I believe that the superintendents who wrote in the *I. p. f.* some time ago on the matter of teachers and contracts were misunderstood, and it seems that the impression got abroad that the superintendents were rather railing the teachers for breaking their contracts. The idea I had when I wrote one such editorial was not to criticize the teacher at all, because I would put myself in the position of a young teacher who had been in the work for two or three years. In the month of September, being approached by a superintendent of another school and invited by him to go to his school at an increase in salary, she has a

perfect right to assume that that is the regular thing to do, and the temptation is so great that she is going to be very apt to do it. And I described the situation of the superintendent who in the month of September invites a teacher to come to his school without writing to the superintendent who has employed her to ask him whether it is convenient for him to release her. That was the only object of the editorial that I wrote, and I wanted to make my stand clear on that point.

MR. BURTON W. DRIGGS, of North Dakota. Following Superintendent Bjorlee's comment on the procedure of superintendents in changing teachers, I have had some little experience, not a serious experience for me, but possibly it might have hurt the other fellow a little. I have had superintendents take my teachers without asking me when I could possibly have helped them get acquainted with the teacher before they helped me unload her. [Laughter.] It was all right, but I think it would be a courtesy to us as superintendents for the other fellow to sort of send a line under the current somewhere, to let us know just what he is going to do, and then possibly we can help him out.

There was one other thing that came to my mind a few moments ago in regard to how much we should pay teachers. You have got to be governed somewhat by where you live. We live in North Dakota, and somebody has said that once in a great while we get a blizzard up there—and we have to admit that we do. We also like to tell about sunshine in North Dakota, because we have more sunshine than we have blizzards, but somehow somebody has told the world that we have had at least one blizzard since North Dakota was made a State, and that does affect our pay roll. The first year I went up there I couldn't get any teachers. I needed three and I couldn't get any, so I had to get public-school teachers. But something has happened since, because this year they are all coming back. I don't know whether it is the pay roll or what it is, but that has to be taken into consideration in certain States.

DOCTOR JONES. Is here anything else on this important subject? Whenever you are ready to adjourn, just say so.

MR. F. M. DRIGGS. I move that we adjourn.

(Motion was seconded, put, and carried; whereupon, at 3.40 o'clock p. m., the meeting adjourned.)

AFTERNOON SESSION

MEETING OF THE COUNCIL OF DAY-SCHOOL TEACHERS

The Council of Day-School Teachers met on Friday afternoon, July 3, at 2 o'clock, and remained in session until half past 5. Day schools of seven States were represented in the attendance. Miss Mabel Ellery Adams, of the Horace Mann School, Boston, the permanent chairman, presided, and Miss Lavilla A. Ward, of the Davenport, Iowa, day school, acted as secretary in the absence of Miss Clara E. Newlee, of the Chicago day schools. Besides teachers, Mr. W. H. Gemmill, secretary of the Iowa State Board of Education, and Mrs. E. E. Evans, State field worker, were present.

It was voted to continue the present officers and organization and to hold informal meetings in connection with both the convention and the association to discuss whatever topics might be of importance at the time. The feeling of the meeting was that the interests of day-school teachers and other teachers of the deaf were identical except as to details of organization and transportation, and one session at any convention or meeting ought to be sufficient to consider these separate interests.

The following topics were discussed: "Size of schools," "Description of existing plants," "Means of support," "Connection with state," "Connection with city," "Transportation problems," "Lunch problems," "Method of obtaining teachers," "Salaries of teachers," "Facilities for teaching manual training," "Placing of pupils in schools for the hearing."

The discussion was informal, but as the chairman endeavored to obtain an expression of opinion from every person present many sidelights were thrown upon existing situations in various communities, and the members of the council separated, feeling that the meeting had been decidedly worth while.

ROUND-TABLE DISCUSSION

PHYSICAL EDUCATION, HYGIENE, AESTHETICS, ETC.

Dr. J. S. Long assumed the chair and read a telegram from Mr. Frederick A. Moore, of the New Jersey school, chairman of the section on athletics, stating the latter's inability to be present. With consent of the members present, Doctor Long acted as chairman. He chose Mr. T. L. Anderson secretary.

The first paper prepared for discussion was one by Mr. T. L. Anderson, on "How can we coordinate the recreational department with the other departments of the school?"

HOW CAN WE COORDINATE THE RECREATIONAL DEPARTMENT WITH THE OTHER DEPARTMENTS OF THE SCHOOL?

By TOM L. ANDERSON

By "recreational department" I take it that athletics is meant, since naturally all recreational activities come under this head.

The first forward step taken in correlating school work and athletics has been the adoption of scholarship rules for the latter. The most progressive schools were quick to see the benefits to be derived by insisting that no student with a class standing below 75 should be permitted to represent the school in any athletic contest with an outside team. This ruling quickly took the kinks out of the big, lazy fellows, who imagined that they were doing their full duty to themselves and the school by disporting on the athletic field in the school uniform; in other words, serving the school on the field of battle. Such fellows soon came around in their school work, and, of course, much better results appeared in the classrooms.

The second step was to set up an age limit for players. Then came a limit to the number of years one might represent the school on an athletic team. All this has been a healthy growth, and in schools for the deaf it has been a direct step to get in line for qualification under State high-school athletic rules, so that the deaf athletes may have a chance to participate in State tournaments with hearing high-school boys and glorify themselves accordingly.

I regret to say that some of the schools for the deaf do not yet see the advantages of coming into line in these matters. At least one school has been claiming the athletic championship of schools for the deaf in total disregard.

I understand, not only of scholarship standing of some of its players but of the age limit and the four-year rule, as it is popularly called.

In these forward steps professional coaches have had to adapt themselves to new conditions. Now, all over the country a new wave of reform is spreading, affecting professional coaches themselves. The movement is nothing less than a decided stand against the employment of any professional coach who can not qualify as a member of the faculty. It is a movement to place athletic affairs, instruction, and inspiration in the hands of duly recognized members of the faculty, and is a trend away from the professionalism which in past years threatened to cast its fell blight over the athletic activities of our larger schools. It is gratifying to note this tendency. It is the direct outcome of the initial step taken when the scholarship rule was put into force. From now on we may expect athletic affairs to be handled by members of the faculty, in full consideration of all sides of the school work and in due respect to the rights and expectations of the school-teachers themselves. At the same time a more thorough and intelligent interest may be expected to be taken in the individual athletes, in order that they may personally get as much out of athletics as is their due, and that all members of the student body may share in the benefits of athletic training.

The day of athletic hysteria is passing, and former customs of rounding up the big athletes, getting them into the colleges on a mere pretext of study in order that they might play to defeat the rivals of the college, are out of favor. More attention is being paid to intramural athletics, interclass games which bring to every boy and girl an equal chance to play the school games, and the benefits of the recreation are more widely apparent.

This paper has summarized the situation in other schools, it has made no attempt to put forward a theoretical plan. It seems obvious to the writer that we may best correlate our athletics and school work by getting into step with the best modern practices, the healthful tendencies in sport in the schools and colleges for the hearing with whom we play. We must get away from the professional coach with his one interest; we must insist upon scholarship standing as a qualification of an athlete; we must get into line with the age limit and four-year rule in order to allow more of our pupils to share in the glory of representing their school on the sporting field; and in every possible way make the students feel that sports belong in the school and are not an outside interest. We must place our athletic management in competent faculty hands.

I would remark that it is very disrupting to the school organization to have a coach privileged to book games at odd times. I have seen industrial work interfered with in a serious manner time and again. Playing in the afternoon, players are expected to be excused from shop classes. Their instructors may have prepared work for them, may not have had time to readjust the work at hand. Confusion follows. It is wiser to have athletic contests confined to certain days, so that all may know the arrangement beforehand.

The value of athletics can not be questioned. The problem is how to get the utmost value for all concerned. I believe that if present healthful tendencies in school athletics are followed school work and athletics will naturally coordinate in a healthful manner.

Questions for discussion were then taken up in the order here given:

"Should our recreational affairs be compulsory," led by Mr. Vernon S. Birck, of the Missouri school.

"Keeping out of ruts," S. Robey Burns, of the Illinois school.

"Possibilities for physical, mental, moral, and aesthetic development," Dr. J. S. Long.

After a brief treatment of these subjects a general discussion followed.

Mr. Peter T. Hughes, of the Missouri school, submitted three questions for consideration.

1. Are deaf girls properly coached and equipped in sports?
2. How are our athletic teams financed?
3. Do our coaches get fair compensation?

Doctor LONG. I shall speak for Iowa, and suggest that each of you do the same for your own school.

Athletics at the Iowa school are supported by the State. In the capacity of principal, I have had charge of athletic activities here for the past five years. I have been privileged to draw a reasonable sum each month for expenses of our teams, both boys and girls, and this included expenses of visiting teams. We have never charged admission on the home floor or field. I have drawn on the average \$75 to \$100 a month for such expenses. Uniforms have been provided outside of this fund. The activities of the Boy Scouts and Camp Fire Girls have been paid for also from this fund; this does not include their clothing, which has been provided by parents.

Our older girls have had a regular coach, and the younger ones a physical director all these years. This person has been a member of the teaching force, but allowed extra salary for athletic work.

Our Mr. Taylor is the boys' coach in addition to his regular duty as boys' chief officer. He is paid a salary equal to that of most members of the teaching force.

Mr. P. T. HUGHES. In Missouri our funds come partly from the State, partly from gate receipts and sale of season tickets. Our present coach of the boys is well paid. Usually a teacher is assigned to work with the girls.

Mrs. B. VEDITZ. In Colorado the head supervisor also coaches the boys, assisted by others on the faculty and from the city. The scholarship rule is in force, but sometimes has been overlooked where the loss of one player would cripple a team. Expenses are met by the sale of candy, season tickets, and the athletic association has a membership fee of \$1.

Mr. BURNS. Illinois has two physical directors, one for each sex. The State allows uniforms. Gate receipts are looked to for guarantees. We have good support from the town people. We also run a candy store. Gross receipts this year were \$1,700, of which \$500 was net profit. The girls' physical director gives her entire time to this work. I give some of my time to the printery also.

Mr. F. W. REBAL. In Oklahoma a teacher does the coaching, with no extra pay. We get nothing from the State. We sell season tickets and run a candy store. As we have no gymnasium, our basket-ball games are played out of town with schools having gymnasiums.

Mr. D. CAMERON. There are two gyms at Wisconsin, one for the boys and one for the girls. Gymnasium work is compulsory. The girls get very little coaching in basket ball. The boys have a good coach, and he is paid \$100 a year extra salary. Gate receipts help in support. We formerly sold candy, but the doctor ordered it stopped. We have no games with high-school teams, since we are not allowed in the High School Athletic Association.

Doctor LONG. Why?

Mr. CAMERON. I do not exactly understand why we are not allowed in.

Miss M. L. WALLACE. We sell season tickets in the Virginia school. There is no money available for uniforms. Transportation expense is cut down, as a bus is provided by the school. The girls have one hour daily instruction in games and drills, but no gymnasium work.

A MEMBER FROM UTAH. We have two hours' daily gymnasium work; girls are supplied with a coach. The boys' supervisor coaches them. The State pays all expenses.

Mr. W. L. WALKER. In South Carolina we have had a lady for the past 30 years giving all her time to coaching and drilling our girls. The drills are given in the schoolrooms. The gymnasium classes meet in the afternoons. The State allows all the money needed for expenses.

Mr. Brown corroborated Mrs. Veditz's remarks for Colorado.

Mr. D. T. CLOUD, of Kansas. Our girls' gym teacher is engaged as teacher of domestic science. She gets no extra pay. Boys' athletic association dues of \$1 each help pay, and gate receipts, candy sales, etc., also help out. A special donation is sometimes made for uniforms.

Doctor ELY. At college our domestic-science teacher handles the girls' gym work. As to expenses, we get no help from the Government. The boys support their team by membership fees, gate receipts, etc.

Doctor ROGERS. Kentucky has a paid director of girls' physical work. She teaches all the girls. The boys have a coach for afternoon gym work who also teaches in the morning. A candy store assists in meeting expenses. We made \$210 profit on candy this year.

Mr. ANDERSON. May I ask Mr. Cloud a question?

Doctor LONG. State it.

Mr. ANDERSON. Mr. Cloud, what is your stand in regard to the scholarship, four-year, and age-limit rules affecting Kansas players?

Mr. CLOUD. I am in favor of them, and I believe they will in due time regulate our players.

Mr. Burns moved that a committee of three be appointed to prepare a questionnaire covering the three questions just discussed and compile answers from all schools for the deaf. The Chair appointed Mr. Burns, Mr. Hughes, and Mr. Rebal on this committee.

SIXTH DAY, SATURDAY, JULY 4, 1925

PROGRAM

9 a. m:

Paper, "Aims of Gallaudet College," Dr. Charles R. Ely.

Paper, "Purposes and extent of the survey of schools for the deaf," Prof.

Irving S. Fوسفeld, Washington, D. C.

Business meeting—

Reports of committees.

Election of officers.

Adjournment.

MORNING SESSION

The convention reassembled at 9 o'clock a. m., Dr. N. F. Walker presiding.

Doctor WALKER. The convention will please come to order.

The regular program for the morning was printed yesterday, and on looking over it some of us have deemed it best to change it a little this morning. We shall take the paper by Doctor Ely on the college

question first, and after that the report from Mr. Fufeld on the research work. Then will come the regular business meeting of the convention.

I am sure Doctor Ely needs no introduction to this audience, as representing Gallaudet College.

AIMS OF GALLAUDET COLLEGE

By Dr. CHARLES R. ELY, Vice President of Gallaudet College

Ladies and gentlemen, I realize the importance of time to you this morning, and I shall not take up a great deal of it. I know that you will be very much interested in the paper that is to follow this, and probably will want to devote more of your time to the consideration of it. The title of my paper is "Aims of Gallaudet College."

It is doubtful whether the author of this paper would have had the temerity to select as his subject the one which has been given him, but the fact that it was suggested made it evident that information was desired concerning the present aims of the college with which he has the honor to be connected.

It is our misfortune that we no longer have with us a Gallaudet or a Fay, whose complete understanding of the history of the college and of its purposes would have made it possible for this subject to have been treated in an adequate manner. It goes without saying, so far as the present gathering of educators of the deaf is concerned, that one of the chief aims of those now left in charge of the educational policy of Gallaudet College is to continue along the lines indicated by its founder, in so far as present conditions permit.

What have been, and what are, the aims of Gallaudet College? The answer to this question, in general terms, is obvious. The college seeks to provide the best education possible for those individuals who, by reason of their deafness, are unable to continue their studies in the schools or colleges for the hearing. The most important difference is that it affords an opportunity for additional years of study, beyond the courses usually offered in the schools.

It is evident that one of the chief aims of the college should be to work in harmony with the schools and to arrange its work with a view to utilizing to the highest degree possible, that which its students have acquired in their previous years of training.

The number of deaf pupils received for instruction during the past fiscal year in the 162 schools for the deaf in this country is given in the Annals for January, 1925, as 15,879 and the number of candidates taking the examinations this year for admission to Gallaudet College was 125. Of these 33 are taking preliminary tests and do not expect to enter until 1926. It appears, at this rate, that a little less than six-tenths of 1 per cent of the pupils in the schools are preparing for entrance to this college. It is but right and proper that the primary aim of the schools should be to care for the training of the many who will not continue their studies after graduation rather than for the few who will seek admittance to other educational institutions. The schools which have sent us well-prepared students have, in many cases, done so under difficulties which we fully realize, and their cooperation is gratefully acknowledged.

The progress of the few is the inspiration of the many, and so it is believed that while at first sight there may appear to be a lack of harmony in the aims of those of us who are coworkers in the education of the deaf, in reality we are working toward the same ends. There is always a tendency upon the part of many promising pupils to abandon their studies and take up some gainful occupation before their education has been carried to the point desired by those best fitted to judge their capabilities. It is the aim of the college to help to counteract this tendency by encouraging, in every way possible, an interest in the higher education of the deaf. It has not hitherto been possible for the schools and the college to meet halfway, and it has therefore been necessary for the latter, on its part, to give a year of preparatory work before admitting a student to the college proper.

It is needful, at this point, to call attention to a class of applicants whom it is difficult to handle. There has been of late an increasing number of young people who, after leaving a school for the deaf, and having studied for a year or more in a school for the hearing, wish to come to Gallaudet College. The problem in these cases is, in the main, twofold. If, after a study of the

record of the particular individual concerned, it appears that the applicant has done well in a school for the hearing, and it is possible for him to continue to work under such surroundings, he is usually strongly advised not to make a change. On the other hand, if it is found that he is encountering too severe a handicap, an attempt is made to bring about an adjustment which will permit his entrance. It is often found, however, that a course has been pursued which does not conform to that required in Gallaudet College, and it is therefore impossible to make a satisfactory arrangement.

In following out the aim to cooperate with the schools, it became evident a number of years ago that changes would have to be made in the curriculum to meet the requirements of students who had received training along industrial lines. This led to the establishment of certain courses of a practical nature. These have been increased from time to time, both in number and variety, so that it now is possible for the student to devote a considerable portion of his time to these studies, particularly in the last two or three years of his college life. Recent advances made in this direction have been the addition of practical work in bacteriology, open to two members of the senior class, and an increase in the facilities of the printing department. The demands for instruction in printing, especially in the use of the linotype, have resulted in the addition of two more of these machines to the present equipment; and it is believed that, with the opening of the college in September, the print shop will be fully prepared to meet present requirements.

The establishment of the normal department, in 1891, is another illustration of the attempt of the college to assist the schools by adding to the profession annually a small number of well-trained teachers. We have every reason for taking great pride in the records of our "normals," and it is a matter of regret that the necessary brevity of this paper prevents the consideration of this aspect at greater length. As further evidence of the desire of the college to help its students to utilize that which they have acquired before entrance, it may be stated that the members of the normal class are called upon to assist in providing practice in speech and speech reading, and that it was in part with this end in view that this department was established.

There is now in existence among the students a speech-reading club, the members of which hold regular meetings and devote their influence toward promoting a greater interest in this accomplishment. It is due our instructor, Miss Grace D. Coleman, to record the fact that this organization owes its existence very largely to her personality, ability, and enthusiasm.

In bringing this paper to a close the writer hopes he will be pardoned if he takes some liberties with his subject and strays at times into a broader field than that indicated by the title which was announced.

What is the most important aim of those who are engaged in educational work? I recently heard a speaker say that "the educated man is the man who has learned how to live." This definition seems to me to state what should be the main purpose of all education—to teach people how to live—and we who are connected with Gallaudet College believe we are right in saying this is also our aim.

In former times making a living was, of necessity, the primary aim of the vast majority of mankind. The bare requirements of the body were obtained at a cost which left but little of time or effort to be devoted to the higher objectives of life. To-day it is said that, thanks to modern industry and invention, we have 60 man power for every man, woman, and child in the land. Surely we must have an abundance of time at our disposal, and yet, having saved this time, many of us do not know what to do with it, and so proceed to kill it, with the least possible inconvenience to ourselves. One of the best illustrations of this state of affairs which can be cited is an incident said to have taken place in New York City. A party of distinguished Japanese visitors was being escorted across the city by a group of men, supposedly capable and intelligent. The delegation, with its escort, entered a subway and boarded a train bound in the desired direction. After riding for a few minutes the guests were told that a change should be made, and there followed a hurried departure in order to get on another train going in the same direction. One of the visitors was somewhat perturbed and, upon asking the reason for having to make this change, was told "This is an express. We save five minutes." "What are we going to do with the five minutes?" was the next question. To this there was no answer!

The writer would not take the time to relate this story did he not believe that it is a typical example of one of the ways in which we are failing to

adjust ourselves to modern conditions, and that this is something which calls for the thoughtful consideration of the educator. This wonderful country of ours has, in its material prosperity, reached such a degree of advancement that it has gone far beyond our knowledge of how to use the manifold opportunities and advantages which this prosperity has made possible for us to enjoy.

Are we not, after all, succeeding to a far greater degree in teaching our youth how to make a living than in teaching them how to live? It is not meant by this to belittle the efforts spent in the various forms of training that prepare our boys and girls to earn a livelihood, but it is intended to magnify the importance of using every endeavor to aid them in acquiring the knowledge of what to do with their livelihood after they have obtained it.

One of the reasons for the present discussion of this question is that in Gallaudet College there is a need for this sort of assistance, which is of a special or peculiar kind. The students with whom we have to deal are passing through the period of adolescence and arriving at manhood and womanhood. It is of the greatest importance that the most thoughtful care should be given, in determining just what form of instruction or influence they require, to enable them to make the necessary adjustments expected when they leave college to take their places in society. Sometimes a certain amount of Americanization seems to be indicated, using this term in its broadest sense and not restricting it so as to mean the education of one who is a foreigner merely by birth or parentage.

As was said at the beginning of the paper, Gallaudet College aims to promote the higher education of the deaf and, in a sense, this may also be taken to mean the prolonging of the education of the deaf. This leads to the making of a suggestion which it is hoped may be thought worth considering.

Those familiar with deaf students know that, other things being equal, they are not so far advanced educationally, at any given age, as are those who have their hearing. Should not this fact be given even greater emphasis than it has received already, especially when dealing with those who have to do with the making of regulations governing the school age of children? It ought not to be possible for a parent or guardian, except under the most unusual circumstances, to take a deaf child out of school at the age, for example, of 16, even if it were right to do so in the case of one who could hear. It may be that he will not be deprived of his living, but it is a fact that he will be deprived of a greater part of his life than would be true with regard to a hearing child of the same age.

Gallaudet College takes pride in what it has been able to achieve in the past. It hopes for greater opportunities to serve in the future. Above all, however, it aims at the higher education of the deaf in whatever manner and in whatever place this may be accomplished.

Mr. F. M. DRIGGS. Mr. President, I wish to voice a word of hearty approval of one or two things that Dr. Ely has in his paper. First, the study of bacteriology, or the giving of a course in bacteriology; second, the extension of the printing department at the college. I should like to see both of these very much emphasized, as well as other technical studies.

It so happens that one of the first pupils of the Utah school to go to Gallaudet College received instruction in surveying there. He is to-day a very successful surveyor and road builder in the State of Utah. He completed about a year ago a very important contract with the State and Government in road building. He is a very successful man. There isn't any reason why many other deaf young men should not be taught surveying.

Two other boys, twin brothers, who spent three years or more at Gallaudet, received there, I think, some instruction in chemistry and perhaps, I don't know, in bacteriology. However, they received the inspiration there to become bacteriologists. Both of those boys are graduates of the University of Utah, majoring in bacteriology. One

of them has his master's degree; the other will soon have his master's degree, and the first brother will soon have his doctor's degree.

The first brother is a bacteriologist at the L. D. S. Hospital, the Mormon hospital of Salt Lake City, and does the very choicest work of the best physicians in the State of Utah. When any particular work in bacteriology at that hospital or in Salt Lake City is desired this deaf young man is the one who does the work. His twin brother holds a similar position in a similar hospital at Idaho Falls.

A great number of superintendents year after year need instructors of printing. The Utah school has had for a year or two a deaf man who was a real craftsman, a wonderful printer. I have been searching all over the country for one to take his place, because we lost him by death, and I am having a mighty hard time to find a craftsman, a man who understands the printing trade, who understands the linotype, who understands art, and who can give us artistic and beautiful printing, and I am delighted to know that at the college they are some of these days soon going to give us some craftsmen. I hope they will push that, as is indicated in Doctor Ely's paper. [Applause.]

Doctor Long. In the past two years I have felt inclined to criticize the college because there is not sufficient industrial teaching or industrial technical work taught, and a good many of us still feel that there should be more work in college along that line. We have a teacher's college at Gregory, Iowa, and I went there and improved my own condition. My eyes were opened, and I decided to make a great change in myself. I could not expect the college in Washington with such a small appropriation to equip its department. I saw so many teachers, both men and women, and I feel now that all of the best boys and girls who want to affiliate with some splendid industrial work should go to the college and then affiliate with some industrial college for one year and mingle with the best people, speaking people, and get the advantage of what equipment they have, which can not be given to these children in the institutions or the college. Their coming in contact with the speaking people in their work will be of great benefit to them after they go out in the world.

Mr. BJORLEE. The president of the convention handed me a letter to be read at the proper time, and as it is in connection with the draftsman work that we have heard mentioned, I beg permission to read it at this time:

COUNCIL BLUFFS, IOWA, July 2, 1925.

DEAR DOCTOR WALKER: The writer of this letter is not a teacher but an interested deaf spectator at some of the lectures and deliberations here in which mention or reference has been made of the various methods used in educating the deaf, particularly the trades best suited, as printing, carpentry, baking, etc., but have hardly heard anything said so far with reference to the trade of drafting.

If ever there was a respectable, steady, and paying profession that some of our intelligent adult deaf should learn, drafting is the one that has been overlooked or has not been encouraged by teachers and superintendents in their respective schools.

At present there are about a dozen deaf-mute draftsmen in the United States that I can mention, and as far as I know everyone is doing well at the profession and the wages are high compared to the rest of the various trades followed by our adult deaf.

Drafting can be learned by the average deaf man, even by one who was born deaf. In the latter case I will mention Ora Blanchard, of Arkansas, who has been a successful draftsman eight years in the Union Pacific system.

I am a draftsman for the same road myself and have been a railroad draftsman for 17 years.

I believe that drafting for the deaf should be given as much encouragement, where possible, as the other trades taught the deaf, and it may be of interest if you would make mention of this fact in some way officially to all teachers or superintendents in attendance here, who undoubtedly will ponder well the trade of drafting for the deaf to be a worthy profession for a livelihood.

In writing this I am prompted by no motive other than to further help you in the uplift of our deaf brethren to a still higher and better plane.

With kind greetings, I am

Very sincerely yours,

LEO R. HOLWAY.

Doctor WALKER. As there seems to be nothing further on the college, the next subject on the program is the report from the National Research Council by Mr. Fusfeld, an agent of that committee. Mr. Fusfeld is the editor of the *Annals*, and needs no introduction to this convention.

PURPOSES AND EXTENT OF THE SURVEY OF SCHOOLS FOR THE DEAF

By Prof. IRVING S. FUSFELD, of Gallaudet College

Mr. President and members of the convention, many of you, perhaps, are expecting something in the nature of fireworks, but I wish to say by way of foreword that Professor Day, the chief field agent of the National Research Council, returned to Washington after completing his labors in the field just a few days before I left Washington for the convention, and I would also wish you to note that the title of my paper is "Purposes and extent of the survey of schools for the deaf."

The history of the specialized work of teaching the deaf has been a striving, often a struggle, to improve upon what we have had to work with and to better the results we have obtained. Thus, the school of fifty or a hundred years ago bears but faint resemblance to the school of to-day. Our work is an integral phase of the social sciences, and out of a desire to return to the community the highest possible dividend upon what it is expending we seek such increased efficiency as will permit the school of to-morrow to excel the school of to-day in the proportion that it should.

To attempt a solution of the problems that thrust themselves upon us is a worthy social undertaking. These problems await the impartial probe of science. To obtain a careful, unbiased appraisal of these problems and to contribute, through the collection of information, a share to their solution constitute the purpose of the survey of schools for the deaf conducted during the year just closed under the auspices of the National Research Council and with the guidance of representative scientists and educators.

It may be well to state here some of the problems that have been brought under scrutiny in the course of the year's investigation.

In the general educational field great strides have been made in reaching a scientific determination of what children actually accomplish in school work in relation to their natural ability. In our special field it is particularly important to us as teachers of the deaf to know what the school experience of deaf children means to them in the acquisition of media of communication and a foundation of knowledge. To meet this need, by means of a uniform and objective application of standardized tests on a comprehensive scale, is one of the aims of this survey.

Another problem. It is common knowledge among us that only a scant few of our children are totally deaf. Yet we have been plodding along these hundred years and a decade with the problem trailing behind us. One may point to sporadic efforts, with a few prophets declaiming in the wilderness, as proof that the problem has been receiving recognition. But these efforts have not met with the widespread acceptance they merit. There is a very evident reason for this in the fact that until recently we have had no means

of readily determining with a fair degree of accuracy how much, or how far from normal, is the auditory power of our deaf children. It seems probable that the audiometric measurement of some thousands of children in the course of this survey may make it possible to obtain a clearer picture than we have had heretofore of the extent of residual hearing among our deaf children.

Still another aspect of the general aims of the survey is to attempt to evaluate the results of the painstaking efforts of our schools in speech work, in the hope that suggestions for betterment could be made. Here also, to carry out this purpose, a carefully devised standard measure was applied.

The survey has attempted also to bring together data in regard to other important phases of our school activities, such as the course of study, the school plant, the training required of teachers, salaries of employees, pensions for worthy employees, the systems of management, control, and of financial support, custodial care of the children, and activities outside the schoolroom.

A definite program of examination was laid out to obtain adequate data for the purposes of the survey. It was thought best to include within its scope those schools that present typical phases of our work, taking into account such factors as—

1. Residence: Boarding and day-schools.
2. System of instruction: Oral, aural, manual, combined.
3. Location: City and country, industrial and agricultural centers.
4. Character of school population: Native born, foreign born, foreign-born parentage.
5. Size: Large and small.
6. Support: Public and private.
7. School plants: Centralized institution and cottage plan.

The data gathered on these matters from a thorough study of over 40 schools representing a fair distribution as to type and geographic location should upon due analysis yield important information.

A brief résumé reveals that the schools visited during the year by the agents of the National Research Council contain something like 8,400 deaf children. This is more than half the entire population of schools for the deaf in the United States and indicates the comprehensiveness of the study.

For the first time in the history of our work has a study been carried out on so extensive a basis. About 5,000 children have been tested with the audiometer in the hands of competent individuals, and to determine the intelligibility of speech and accuracy of lip reading approximately 1,000 children were examined. About 4,500 children were included in the mental and educational examinations, this being more than twice the number concerned in any previous attempt to establish norms for deaf children. Other data collected on a similar scale, including specific facts as to sex, age, cause of deafness, number of years in school, parentage, etc., make up a body of information of undoubted scientific value.

The collection of these data is the purpose of this survey. The investigators expect to analyze and prepare the information collected in such form that it may be published and thus be made available and utilized by anyone interested in our field of education. It is not for this survey to attempt to draw conclusions. It is our earnest hope that the survey may collect and present such information as will provide a basis for future action, by authorities of the schools for the deaf, that will be of enduring benefit in connection with the intricate work of educating deaf children.

DOCTOR WALKER. I am sure Mr. Fوسفeld, who has been connected with this survey, will be glad to answer any questions that the members of this convention may desire to ask him.

MR. GOODWIN. I suppose the information gathered will be printed in tangible form so that we can have it some time this year?

MR. Fوسفeld. It is our hope, Mr. Goodwin, that such may be the case. We shall go at the matter of analyzing and examining the data we have collected with the utmost dispatch. That is our aim.

MR. TRAVIS. Will there be any further tests made before this report comes out? Will you go on with those tests in the schools or not?

Mr. FUSFELD. So far as I know, the plans as laid out for the direction of the survey do not contemplate any further examination.

Mr. W. LAURENS WALKER. Mr. Fusfeld, I understand you to say that this committee will not attempt to form any conclusion, but will merely present the information which you have collected?

Mr. FUSFELD. That is the intention, Mr. Walker. It is the aim of the field agents who have collected the information to analyze it and present it for your consideration, for action on your part. It is our aim merely to present the facts as we have seen them.

Mr. WALKER. Don't you feel that that is really ending your work just before you should? It seems to me that it would be profitable from a practical standpoint if this committee would draw its own conclusions, which would probably be superior to the conclusions that might be established by any individual from the mere facts in hand.

Mr. FUSFELD. I should like to say in answer to that that the field agents do not feel it within their province to enter into any particular judgment of the things they have seen. They hope by a careful examination and analysis of what has been selected, the data that they have collected, to present it in such an impartial form that the results and conclusions will be self-evident.

Mr. WALKER. In other words, they will reach conclusions without naming them as conclusions?

Mr. FUSFELD. Yes. Permit me to add another word here. The principal aim has been to conduct the survey along the lines of a scientific research problem, as a matter of scientific investigation.

Mr. F. M. DRIGGS. Mr. president, I just wish to say that after Mr. Day had tested the pupils in our school and we discovered many of them had a great deal of hearing, we concluded that it was time to teach many of them through their ears. Before Mr. Day came to us, however, we had a class each day for one hour of pupils who we knew had a great deal of hearing, and we purchased six machines, which are very similar to the acousticon, and gave each one of these children one of those instruments, and it was a great pleasure to me each morning to hear our semideaf teacher and those eight children in the classroom singing hymns and national anthems.

Doctor WALKER. Are there any further questions of Mr. Fusfeld? I am sure he will be glad to give any information desired. There seems to be nothing further.

Next on the program this morning will be the reports of committees. Are there any committees ready to report this morning? If so, we shall be glad to hear from them.

Mr. F. M. DRIGGS. What committee do you want first, Mr. President.

Doctor WALKER. I think we would be glad to have the report from the committee on necrology first.

Mr. W. LAURENS WALKER. Mr. President, I move that the reading of the report of this committee be dispensed with and that it be ordered printed in the proceedings.

(The motion was seconded, put, and carried.)

Doctor WALKER. Next we shall be glad to hear from the committee appointed to get up a proper list of honorary members.

Mr. GOODWIN. Mr. President, I beg to offer the following list in behalf of the committee on honorary membership:

Dr. and Mrs. C. C. Bunch, Iowa City, Iowa.
 Rev. Paul Calhoun, Council Bluffs, Iowa.
 Mrs. Pauline L. Devitt, Oskaloosa, Iowa.
 Prof. Howard R. Driggs, New York, N. Y.
 Mr. and Mrs. W. H. Gemmill, Des Moines, Iowa.
 Mrs. E. A. Gruver, Council Bluffs, Iowa.
 Hon. Clem Kimball, Des Moines, Iowa.
 Miss Anna B. Lawther, Dubuque, Iowa.
 Dr. George Mogridge, Glenwood, Iowa.
 Hon. L. C. Oberlies, Lincoln, Nebr.
 Rev. J. R. Perkins, Council Bluffs, Iowa.
 Hon. E. P. Schoentgen, Council Bluffs, Iowa.

Mr. W. LAURENS WALKER. I move the adoption of the report of the committee.

Doctor WALKER. I would suggest that the chairman of that committee be authorized to add to that list any names that may come to his mind later.

Mr. W. LAURENS WALKER. I will accept the suggestion.

Doctor WALKER. With that understanding, it is moved that the committee report be accepted and adopted.

(The motion was seconded, put, and carried, and the report was adopted.)

Next is the report of the committee on resolutions. Is that committee ready to report?

Doctor JONES. Mr. President, the several members of the committee will present different resolutions.

Mr. W. LAURENS WALKER. Mr. President and members of the convention, the very moment we entered the grounds of the Iowa School for the Deaf we felt the pressure of an earnest, sincere welcome. Day after day during our stay the warmth of that welcome has increased. Nothing for our comfort has been overlooked, and many things for our pleasure have been planned. We have enjoyed once again real hospitality at the hands of our friends of the midwest. Therefore, be it

Resolved, That this convention, by rising vote, express its appreciation: To the Iowa School for the Deaf for its fine entertainment and gracious hospitality; to the Board of Education of Iowa for its personal attention to and thoughtful consideration of the members of this convention; to Supt. and Mrs. E. A. Gruver for being always the most genuine and considerate host and hostess; to the officers of the Iowa school for their prompt and efficient services, especially in this connection; to Miss Rosa Lorenz, the matron; and to Mr. Charles W. Hensley, the chef.

I move the adoption of that resolution by rising vote.

(The motion was seconded. The convention rose with applause.)

Doctor WALKER. It is passed unanimously.

Mr. BLATTNER. Mr. President, I wish to offer the following:

Resolved, That the hearty thanks of the members of the convention be extended to Dr. Howard R. Driggs, of the university of New York; Dr. C. C. Bunch, of the university of Iowa; Hon. L. C. Oberlies, chairman of the Nebraska Board of Control; Rev. J. R. Perkins, of Council Bluffs, and Dr. George Mogridge, superintendent of the School for the Feeble-minded, Glenwood, Iowa, for their instructive and inspiring addresses delivered before this body; and to the band of the School for the Feeble-minded for the splendid entertainment given us.

I move that this resolution be adopted by a rising vote.

Doctor WALKER. You have heard the motion. Those in favor will please rise.

(The convention rose.)

Mr. BLATTNER:

Whereas the members of the convention and all those attending its sessions and activities have received great benefit from the class demonstrations as daily conducted during the period of the convention and will return to their various schools feeling that as a result they will be prepared to render better service; be it

Resolved, That we express our very great appreciation to the following teachers who carried on this class work: Miss Adalia Skinner, Miss Dorothy R. Ziebach, Miss Augusta Haaser, Mrs. Margaret C. Smith, Supt. F. W. Booth, Mrs. E. Florence Long, Miss Lila I. Wendell, Miss Anna R. Egan, Mrs. Ota C. Blankenship, Miss Mamie Cool, Miss Anna Hallman, and Mr. Tom L. Anderson, and to the Colorado, Iowa, and Nebraska schools which supplied the classes of children.

I move that this resolution be adopted by rising vote.

(The motion was seconded, put, and carried. The convention rose.)

I have another resolution here.

Resolved, That we reaffirm in the strongest possible terms the resolution adopted at the twenty-third meeting of the convention at Belleville, Ontario, 1923, which asserted the right and claimed the privilege for the deaf to drive automobiles, and we heartily condemn any effort or movement on the part of city or State authorities to deprive them of this right; and especially do we call attention to the unreasonable course of the State of Maryland in its treatment of this question.

Mr. BJORLEE. Mr. President, I move that that resolution be adopted by rising vote.

(The motion was seconded, put, and carried. The convention rose with applause.)

Mr. McALONEY. Mr. President and members of the convention, I wish to present the following resolutions:

Resolved, That the thanks of this convention be extended to the Council Bluffs Nonpareil for the clear, accurate, detailed reports each day of the proceedings of this convention and for the excellent publicity it has given our meeting.

Resolved, That we tender our appreciation and thanks to Superintendent and Mrs. F. W. Booth, of the Nebraska School for the Deaf, and all others connected with that school who assisted them, for the splendid reception and entertainment given to the members of this convention.

Resolved, That this convention express its deep appreciation to the Rotary, Kiwanis, and Lions Clubs, of Council Bluffs, and specifically to Mr. George Hamilton, who had charge of the arrangements, for the delightful automobile drive provided for our members. And also for other courtesies extended to a number of our members by these clubs.

Resolved, That it is the sense of the convention of the American Instructors of the Deaf that Gallaudet College should greatly enlarge its facilities so as to give many more ambitious and worthy deaf pupils graduating from other schools a chance for a higher education; and further be it

Resolved, That in this expansion ample provision should be made for technical training; and be it further

Resolved, That the convention will aid the management of the college in every way to secure the necessary funds from Congress to accomplish this result.

I move the adoption of these resolutions.

(The motion was seconded, put, and carried.)

Doctor JONES. Mr. President, there are two other resolutions that were presented to the chairman after the committee had met, and I

shall take the liberty to authorize the people to present those resolutions. Mr. Booth has one of them.

Mr. BOOTH. Mr. President, I offer this resolution:

Resolved, That the convention of the American Instructors of the Deaf extends to Miss Sarah Fuller, principal emeritus of the Horace Mann School, of Boston, its heartiest greetings and best wishes for her continued health and happiness.

I move that this resolution be adopted.

(The motion was seconded, put, and carried.)

Mr. BJORLEE. The following letter has been received by the secretary of the convention from the American Peace Award:

MAY 19, 1925.

DEAR MR. BJORLEE: Our committee will greatly appreciate it if you will place the following matter before your convention:

The World Court has been made the unfinished business of the Senate for December 17 next.

The question of our adherence to the court on the Harding-Hughes-Coolidge terms has already been before the Senate for more than two years. If the discussion of the court on December 17 is to result in an actual vote in the Senate upon it, we believe the people of the country will need to express emphatically their desire for speedy action. The Isle of Pines treaty was the unfinished business of the Senate for 20 years.

Leaders of both the major parties have indorsed the Harding-Hughes form of the court. President Coolidge has recommended our adherence to the court on these terms in his message to Congress in each of the two years just past. The leading organizations of the country have indorsed the court on these terms, including the American Bar Association, the Chamber of Commerce of the United States, the Federal Council of Churches of Christ in America, the League of Women Voters, the Grange, the General Federation of Women's Clubs and the American Federation of Labor.

Will the American Instructors of the Deaf, in convention assembled, by suitable resolution, express its emphatic desire for a record vote of the Senate on the court on the Harding-Hughes terms as soon as practicable after the discussion of the court begins on December 17 next? Will you further send a copy of this resolution to every United States Senator, and in particular to the members of the Foreign Relations Committee, a list of which you will find inclosed.

The World Court is not a political question nor should it be. The court itself is a judicial and not a political institution. Your convention in taking the action above requested will simply be expressing its conviction that the United States should participate in the only existing mechanism for applying international law to the settlement of international disputes and thus "out-lawing war."

Will you be good enough to write us whether the question is brought before your convention and what action is taken?

Sincerely yours,

ESTHER EVERETT LAPE,
Member in charge.

Mr. W. LAURENS WALKER. I move that that communication be received as information, Mr. President.

Doctor WALKER. It has been moved that this communication be received as information. Has that motion a second?

Mr. FUSFELD. I second the motion.

Doctor WALKER. It has been moved and seconded that this communication be received as information. Are you ready for the question?

(The motion was put and carried.)

Doctor JONES. Mr. President, Mr. Wright, as you all know, has just returned from a trip around the world, visiting a great many

schools for the deaf, and has come back with great enthusiasm and increased interest for the uplift of the American schools. At the same time he is very proud of them and thinks they are far superior to schools in other countries. He has expressed the wish that this resolution be read to the convention. Personally, as I told him, I think it is unpractical and unworkable, but I can see no harm in its being presented.

Resolved, That it is the feeling of the Convention of American Instructors of the Deaf that a committee should be appointed for the purpose of considering the advisability and possibility of conducting an annual examination of applicants for a certificate of preparedness for teaching the deaf.

That this committee should consist of one member each from each of the organizations of persons interested in the education of the deaf in the United States.

That the first duty of such a committee should be the securing from each school for the deaf in the United States a promise to recognize the value of such a certificate by paying to the teachers holding it the highest salaries paid by the school for the grade taught and years of service.

That when, in the opinion of a majority of the committee, such a promise had been obtained from a sufficient number of schools, the committee should prepare the examinations and arrange to have them held at points convenient to applicants.

That there should be no charge for the examination or the certificate to members of the organizations represented on the committee, but that the necessary expenses should be borne by the organizations in proportion to the membership the certificate, if they are successful in obtaining it.

That applicants who are not members of any organization represented on the committee should pay a fee for the examination and a further fee for the certificate, if they are successful in obtaining it.

This is read for your information and consideration.

Mr. W. LAURENS WALKER. Mr. President, speaking as a member of the committee on resolutions, I should like to say that your committee gave this matter very careful and full consideration, and we arrived at the conclusion that it would be best to refer this question to that committee which has been selected to study the question of summer schools and various other kindred questions, and I therefore move that these resolutions be passed to this committee with the request that they give it further attention.

(The motion was seconded.)

Doctor Jones is chairman of this committee, and therefore I make the motion for and in behalf of the committee.

Doctor WALKER. Are there any remarks on that motion? All those in favor of the motion will signify by saying "aye", opposed, "no."

(The motion was put and carried.)

The "ayes" have it. It is so ordered.

Doctor LONG. I want to express the thanks of the convention to all the interpreters for making this meeting clear to the deaf. They have labored hard during this hot weather and we appreciate their hard work. All of the deaf people are full of gratitude to them.

Doctor ROGERS. Mr. President and members of the convention, the committee representing the Convention of American Instructors of the Deaf on the question of amalgamation begs leave to present the following resolution:

Be it Resolved, That whereas the question of the amalgamation of the Convention of American Instructors of the Deaf, the American Association to Promote the Teaching of Speech to the Deaf, and the Society of Progressive

Oral Advocates has not yet been acted upon in the manner recommended by the Twelfth Conference of Superintendents and Principals, we recommend that the committees appointed from each of the bodies above named meet at the next conference to consider a joint session of these organizations at some future time, the committee to report at the next convention.

I move the adoption of the resolution.

(The motion was seconded.)

Doctor WALKER. You have heard the resolution as read by Doctor Rogers. It has been suggested that the word "amalgamation" be changed upon the secretary's report to "federation," and I see no special objection to that. I looked into the matter but found that the word "amalgamation" had been used probably in the past in reference to this matter, but it has been suggested to me that probably the word "federation" would be more acceptable than the word "amalgamation." I see no special objection to it, and if there is no objection by this convention I will request the secretary to change it to "federation."

Mr. BLATTNER. That term was used, Mr. President, when the question was first considered. The term "federation" was used at that time.

Doctor WALKER. Without objection, then, it will be changed accordingly.

Mr. W. LAURENS WALKER. I would like to ask Doctor Rogers, as president of the Conference of Superintendents and Principals, whether he has any idea when that body will meet?

Will we meet this winter?

Doctor ROGERS. We shall meet at the next conference.

Mr. WALKER. When will that be?

Doctor ROGERS. I don't know when that conference is going to meet. I thought you meant the committee.

Mr. WALKER. No; the conference.

Doctor ROGERS. Well, it is a free body, something like the United States Senate.

Doctor WALKER. If you will excuse the Chair, there is a motion before the house that should be disposed of before we go into anything else. You have heard the motion as made, for the adoption of the resolution as offered by Doctor Rogers as chairman of that committee.

Mr. GOODWIN. Do we understand that the word "amalgamation" is to be changed to "federation"?

Doctor WALKER. That has already been done, Mr. Goodwin, unless there is some special objection to it, and there seems to be no objection; therefore the secretary has been authorized to change the word "amalgamation" to "federation." I was glad to hear from Mr. Blattner that that was the word originally used, so I think we are authorized to make that change.

Mr. WALKER. Of course there is a good deal of difference between "amalgamation" and "federation," and probably this is an opportune time to discuss that, as well as later. I don't want to put any stumblingblock in the way of peace and prosperity, but the two words mean different things, and the question may come up later and will have to be fully defined later on. "Amalgamation" is a very different thing from "federation," and we had hoped for amalgamation and not federation.

Mr. GOODWIN. As a matter of fact, doesn't the word "amalgamation" lose the identity of what was intended? In a federation we come into the union but we don't lose our identity.

Mr. F. M. DRIGGS. Mr. President, I rise to a point of order. There isn't any necessity for discussing "amalgamation" and "federation." The resolution is before you. The word has been changed, and I move the previous question.

Doctor WALKER. Those in favor of the resolution of Doctor Rogers will signify by saying "aye"; opposed, "no."

(The motion was put.)

The "ayes" have it. The resolution as offered by the chairman of the committee, Doctor Rogers, is carried.

Next is the report of the auditing committee.

Doctor ELY. Mr. President, I have the honor to report that the auditing committee has examined the accounts of the treasurer and found them to be correct. I desire to make a motion in connection with it that the account be approved by the convention.

(The motion was seconded, put, and carried.)

REPORT OF TREASURER

JUNE 29, 1925.

RECEIPTS

June 1, 1923, balance reported at Belleville.....	\$477.09
Dues and fees collected at Belleville.....	696.00
Dues collected during 1924.....	96.00
Dues collected during 1925 to June 1.....	122.00
Interest on savings account.....	18.97
	<hr/> \$1,410.06

EXPENSES

July 2, 1923, Columbia Institution, for printing (128).....	82.98
July 27, 1923, expenses of J. S. Long (129).....	2.00
July —, —, photograph of convention (130).....	3.00
Aug. 29, 1923, Bastian Bros., badges (131).....	25.82
July 19, 1923, Howard Smith, reporting (132).....	214.76
Aug. 14, 1923, premium on bond (134).....	5.00
Nov. 17, 1923, cards for index file (133).....	.75
Jan. 1, 1924, sending 258 notices, at 2 cents (141).....	5.16
Jan. 10, 1924, file for record (135).....	1.00
May 19, 1924, H. E. Day, editing proceedings (136).....	107.73
June 1, 1924, treasurer's salary (137).....	25.00
Aug. —, 1924, premium on treasurer's bond (Bjorlee).....	5.00
July 6, 1923 (omission), telegram (138).....	.90
June, 1924, sending 87 receipt cards, at 1 cent.....	.87
Jan., 1925, sending 223 notices at 2 cents (141).....	4.46
June, 1925, sending 91 receipts, at 1 cent (141).....	.91
June, 1925, sending 3 receipts, at 2 cents.....	.06
Apr. 10, 1925, expenses of F. M. Driggs, program committee (139).....	104.69
June 1, 1925, treasurer's salary (137).....	25.00
June 1, printing receipt cards (140).....	6.00
	<hr/> 621.09
June 29, balance.....	788.97
	<hr/> 1,410.06

COUNCIL BLUFFS, IOWA, July 2, 1925.

Examined and found correct.

WIRT A. SCOTT.
CHAS. R. ELY.

Endowment fund, \$272.22.

Mr. W. A. SCOTT. I should like to ask for information. Have any efforts been made by these committees on amalgamation and federation to get together? It seems to me, if we are going to keep postponing we might as well lay it on the table and be through with it.

Doctor WALKER. We hope the committees will get together as soon as possible.

Mr. BJORLEE. Mr. President, a word of explanation would seem advisable at this time in connection with the committee on necrology. A mistake was made involving the name of Mr. McClure, and I wish to correct that mistake. Mr. McClure is the second member on that committee, Mr. Fوسفeld being chairman. The latter was so busy dictating at the time the call was made that he did not get the force of the request for that committee report. In that connection I wish to read the names of that committee: Mr. Fوسفeld, Mr. McClure, Miss Mabel E. Adams, and Mr. A. B. Greener.

I am reading the names of that committee because the request was made by the chairman that permission be granted for this to become a standing committee, in view of the fact that it is absolutely impossible to assemble here and write up the necrology covering the previous two years. Therefore if some one will move that this committee be the committee for the present convention and continue as a standing committee for the next two years, the necrology committee as requested will be disposed of.

Mr. WALKER. I make that motion.

(The motion was seconded.)

Doctor WALKER. You have heard the motion, which has been seconded, that this committee on necrology be made a standing committee for two years. Here allow me, members of the convention, to suggest that if any of you know of deaths that should be reported in this connection we should be glad to have you report them to this committee as early as possible, so that they may get the matter up in proper shape for publication.

All those in favor of that motion will signify by saying "aye"; opposed, "no."

(The motion was put and carried.)

It is so ordered.

Next is the report of the committee on nominations.

Doctor ROGERS. Mr. President, the committee on nominations wishes to make the following report on chairmen for the sections named below:

Normal section, A. H. Walker, St. Augustine, Fla.
 Oral section, Miss Gertrude Van Adestine, Detroit, Mich.
 Auricular section, Dr. Edwin L. La Crosse, New York, N. Y.
 Art section, Henry E. Bruns, Faribault, Minn.
 Industrial section, Tom L. Anderson, Council Bluffs, Iowa.
 Kindergarten section, Mrs. Fayette P. Fox, New York, N. Y.
 Eastern local section, Alvin E. Pope, Trenton, N. J.
 Southern local section, F. H. Manning, Talladega, Ala.
 Western local section, H. J. Menzemer, Boulder, Mont.

Doctor WALKER. You have heard the report of the nominating committee in reference to those to be appointed or elected to these respective positions or sections for the next two years. What shall be done with that report?

Doctor ROGERS. I move its adoption.

(The motion was seconded, put, and carried.)

Mr. F. M. DRIGGS. Mr. President, I move that the report of the treasurer, which has been audited and found correct, be accepted and published in the proceedings.

Doctor WALKER. Has that motion a second?

(The motion was seconded, put, and carried.)

The motion is carried. We shall be governed accordingly. The report will be printed in the minutes in its proper place.

Mr. BJORLEE. Mr. President, as secretary, I wish to make the following report on our teachers' agency:

Permit me again this year to state that during the past biennial period the number of requests for available teachers coming from superintendents of schools have exceeded the applications for positions from teachers by two to one. In every case experienced teachers desiring a change of location who could supply satisfactory references have been aided in securing positions. If in any way the teachers' agency can be made to better serve the interests of superintendents and teachers alike, we should be glad to entertain any suggestions.

Doctor WALKER. I think it might be well to take up invitations for the next meeting place of this convention.

Doctor JONES. Mr. President, in the third year of my work at Columbus as superintendent we had the convention, and that was the second convention I had ever attended. I feel that I did not do so good a job as I can do now, and therefore I invite you to bring the next convention to Columbus, and let me demonstrate whether I have improved during the last 27 years. [Applause.]

Mr. GOODWIN. Mr. President, I move that this convention give him another chance. [Laughter.]

Doctor WALKER. Are there any other invitations for the next meeting of the convention?

Mr. BJORLEE. Mr. President, during the past year I have received about 20 letters from chambers of commerce in various cities inviting the convention. I assumed that that was very much a matter of form and did not feel that you should be burdened with those invitations. However, we received a long night letter from the chamber of commerce at Niagara Falls, and I feel that that should at least receive the dignity of having been presented to the convention. In all of these cases I wrote replying that the conventions have always been held in the cities where schools for the deaf were located, and that I presumed it would be our policy to continue that.

We also have a very strong personal letter from the mayor of St. Louis, containing an invitation to meet in that city, and the same reply has been sent to him, but I felt that of the 20 letters, approximately, received these two names should be mentioned.

Doctor WALKER. If we had had no invitations from cities where schools for the deaf are located, it would have been very gratifying to have had these invitations from other localities. At some time in the future it may be necessary for us to go to some locality where there is no school.

Mr. GOODWIN. I made the motion that the Convention of American Instructors of the Deaf meet with Doctor Jones two years hence, and,

if this should be accepted to meet not earlier than the 15th of July, to harmonize with the possibility of summer schools.

Mr. WALKER. I would like to amend that, Mr. President, by saying that the time shall be left to the executive committee.

Mr. GOODWIN. I will accept that amendment.

(The motion was seconded.)

Doctor WALKER. It is moved and seconded that the invitation of Doctor Jones, of the Ohio school, be accepted and that the time be left with the executive committee. All those in favor of that motion will signify the same by rising vote.

(The convention rose.)

Those opposed the same sign.

(No one rose.)

It is carried unanimously.

Next comes the selection of your president for the next two years. I think the custom has been to make nominations from the floor.

Mr. WALKER. Mr. President, I would like to place in nomination for the office of president for the next two years a man who by his ability and by the greatness of his heart has endeared himself to all of us, one whom we are always willing to follow, because he has demonstrated his ability, and I therefore take pleasure in nominating for the office of president of this convention Supt. J. W. Jones, of the Ohio school. [Applause.]

Doctor WALKER. Doctor Jones has been nominated. Are there any other nominations?

Mr. F. M. DRIGGS. Mr. President, I desire very heartily to second the nomination of Dr. J. W. Jones, of Ohio.

Doctor WALKER. Are there any other nominations?

Mr. WALKER. I move that the nominations be closed.

(The motion was seconded, put, and carried.)

The motion is carried. The nominations are closed. How shall the election be made?

Mr. F. M. DRIGGS. Mr. President, I move that the secretary cast the ballots of the members here present for Doctor Jones, of Ohio, for president.

Doctor WALKER. The secretary is authorized, if there is no objection, to make that election.

Mr. BJORLEE. Mr. President, I hereby cast the unanimous ballot of the convention for Dr. J. W. Jones, of Ohio, as president of this convention for the next two years.

[Applause.]

Mr. WALKER. Speech, please, Doctor Jones.

Doctor JONES. Remembering Doctor Argo's letter that I read to you the other day, I am really glad that you have so honored me. I did not court the election, I did nothing whatever to secure it, but I appreciate it more than you know, following such distinguished men as Doctor Gallaudet, Doctor Hall, and Doctor Walker. I don't know of any greater honor that could have come to me, and I thank you most heartily and from the very depth of my heart. [Applause.]

Doctor WALKER. Next in order will be the election of the vice president. Nominations are in order for vice president.

Doctor ROGERS. Mr. President, I wish to place in nomination for vice president of this convention for the next two years, as a yoke

fellow for our distinguished president, Supt. Frank M. Driggs, of the Utah School for the Deaf and the Blind. I think he will make a most worthy team mate for Superintendent Jones, one from the lowlands of our great country and the other from the highlands, and yoked together I think this team can pull our convention over any rough road that we may encounter at our next meeting.

Mr. WALKER. I second the nomination.

Doctor WALKER. Mr. Driggs has been nominated. Are there any other nominations?

Doctor JONES. I want to second the nomination with the same fervor that he seconded mine. [Laughter and applause.]

Doctor WALKER. Are there any further nominations?

Mr. WALKER. I move that the nominations be closed and that the secretary be instructed to cast the unanimous ballot of the convention for Mr. Driggs.

Doctor WALKER. Without objection, the nominations will be closed, and the secretary is authorized to cast the unanimous vote of this body for Mr. Driggs as vice president.

Mr. Secretary, before you do so I desire, as the retiring president of this convention, to say that no one man has been of greater service in the handling of this convention than has Mr. Driggs, as the chairman of the committee on program. I took the authority to appoint that committee, believing this was the best thing that could be done, and I can assure you, Mr. incoming President, that you will find if you will appoint a committee of that sort—I think there is no authority coming directly from this convention for it—but you will find that it will be of great help to you in the next convention.

Mr. BJORLEE. I hereby cast the unanimous ballot of this convention for Superintendent Driggs as vice president.

Doctor WALKER. Mr. F. M. Driggs is unanimously elected vice president of the convention.

Mr. WALKER. Mr. President, I think we ought to have a speech. He is prepared, and I think we ought to have a little speech from our next vice president, Mr. Driggs. [Applause.]

Mr. F. M. DRIGGS. Mr. President, I have already said too much. I have been talking a great deal during this convention. I am almost talked out.

I certainly do appreciate the honor that you have conferred upon me, and with the distinct understanding that the new president will elect or nominate or name—name, I guess is the better word—a program committee so that the vice president, upon whom should fall the preparation of the next program, will be relieved of all this work. I shall be very happy. It will, of course, be a great pleasure to me to assist my friend Jones, of Ohio. [Applause.]

Doctor WALKER. Election of a secretary is next in order. Nominations for secretary are in order.

Mr. GOODWIN. Mr. President, I beg to nominate for reelection our very efficient secretary, Superintendent Bjorlee, of the Maryland school.

Mr. BOOTH. I second the nomination.

Doctor WALKER. Are there any other nominations for secretary?

Mr. McALONEY. I move that the nominations be closed and that the chairman of the program committee cast the ballot of the convention for Mr. Bjorlee for secretary.

Doctor WALKER. You have heard the motion. Without objection, I will instruct the chairman of the program committee to cast the ballot of the convention for the reelection of Mr. Bjorlee.

Mr. F. M. DRIGGS. The ballot is cast. [Applause.]

Doctor WALKER. Next and last is the election of treasurer.

Mr. W. LAURENS WALKER. Mr. President, I really want to see these two men nominated together. They have been together now for a good while, and we have a very efficient treasurer, and I have been impressed at this time with the amount of work that really is involved in this treasurership, work that has been done so pleasantly and done with so much grace and efficiency, and it gives me pleasure to nominate for election our very efficient treasurer, Dr. J. Schuyler Long, of the Iowa school.

Mr. GOODWIN. I second the nomination.

Doctor WALKER. Doctor Long is nominated. Are there any other nominations?

Mr. W. L. WALKER. I move that the nominations be closed and that the secretary be instructed to cast the ballot of the convention for Doctor Long.

Doctor JONES. I want to second that nomination.

Doctor WALKER. You have heard the motion.

(The motion was put and carried.)

The secretary is authorized to cast the ballot of the convention for Doctor Long for treasurer.

Mr. BJORLEE. The unanimous ballot of the convention is hereby cast for Doctor Long to succeed himself as treasurer of the convention.

Doctor WALKER. Next in order is the executive committee. As I understand it, the executive committee is composed of the president, vice president, secretary, and treasurer ex officio, and three to be elected by this body.

Mr. W. LAURENS WALKER. I would just like to give the information, Mr. President, that two of our present directors will necessarily be removed; that is, Doctor Jones, who was one of those members, and becoming president of the convention he becomes ex officio a member of that committee. Mr. Driggs, who was elected vice president, will also become a member of that committee. That will leave Doctor Caldwell alone on the committee.

Doctor WALKER. The election, then, of three members of the executive committee is in order.

Mr. W. LAURENS WALKER. I gave that information because I thought somebody might simply move the reelection of the present three, and two of them are not eligible.

Doctor WALKER. Nominations are in order.

Doctor JONES. Mr. President, I take pleasure in nominating Doctor Caldwell as one member of the executive committee.

Doctor WALKER. Doctor Caldwell is nominated as a member of that committee.

Mr. F. M. DRIGGS. Mr. President, I should like to name Mr. Frank W. Booth, of Omaha, for membership on that committee.

Doctor WALKER. Mr. Booth is nominated.

Mr. W. LAURENS WALKER. Mr. President, I would like to nominate Mr. E. A. Gruver as the third member of that committee.

Doctor WALKER. Mr. Gruver, of Council Bluffs, is nominated. Are there any other nominations?

Doctor JONES. Mr. President, I move that the secretary be instructed to cast the ballot of the convention for the election of these three members.

Doctor WALKER. Unless there is some objection, the secretary will please cast the ballot of the convention for these three members of the executive committee—Doctor Caldwell, Mr. Booth, and Mr. Gruver.

Mr. BJORLEE. I hereby cast the ballot of the convention for these members of the executive committee.

Doctor WALKER. That finishes the election of officers, and we are ready now, members of the convention, to adjourn unless there is some other business to come up.

Doctor LONG. I think you would like to know that for this convention we have given badges to 293 people, and, estimating the floating population at 25 or 30, there have been about 275 persons here daily. Also, I have collected more dues, more money, than at any previous convention in 13 years. [Applause.] I have collected \$760.

Mr. BJORLEE. I have one more matter as secretary to present before the convention adjourns. The following letter was submitted to me by the editor of the *Annals*:

AMERICAN ANNALS OF THE DEAF,
Kendall Green, Washington, D. C., June 7, 1925.

MR. IGNATIUS BJORLEE,
State School for the Deaf, Frederick, Md.

DEAR MR. BJORLEE: As a member of the Convention of American Instructors of the Deaf, I should like to submit, through you as secretary, the following proposition for the consideration of the executive committee, namely, that—

"A certificate, of appropriate and worthy design, be given to all regularly enrolled members who attend the periodic meetings of the convention, such certificate to indicate name of member and date and place of the meeting, and to bear the signature of the presiding officer, vice president, and secretary."

Personally, I would be proud to possess such a credential. I am sure the cost would not be prohibitive. Such a move, it seems to me, would add a touch of distinction to one's memories of these occasions.

Very truly yours,

IRVING S. FUSFELD.

There seemed to be no opportunity to present this to an executive committee at this convention, but I believe a motion would be in order that this matter be favorably considered by the new executive committee for the next convention, if you so desire.

Mr. W. LAURENS WALKER. You move that it be referred to them?

Mr. BJORLEE. I am not making such a motion, but I think such a motion might be made.

Mr. WALKER. I move that the resolution be referred to the incoming executive committee.

Mr. F. M. DRIGGS. I move as a substitute motion that the secretary be authorized to print small cards of this character [showing a sample] with the name of the convention upon it, and with his signature, and present them to the members by mail, as we have of our rotary clubs and our chambers of commerce, etc.

Mr. WALKER. I just give that as a suggestion to the committee, and I presume they will adopt the suggestion.

Mr. DRIGGS. Yes.

Doctor WALKER. Is there a motion before the house?

Mr. WALKER. The motion is that this matter be referred to the incoming executive committee.

Mr. F. M. DRIGGS. That the secretary be authorized to do it.

Mr. WALKER. To refer this matter to the executive committee.

Mr. DRIGGS. Oh, you don't need that.

Doctor WALKER. Just incorporate it in the motion. You have heard the motion, which has been seconded. All in favor of that motion will signify by saying "aye," opposed, "no."

(The motion was put and carried.)

Is there any other matter to come before this convention before we adjourn?

Before I pronounce the adjournment, fellow workers, I desire to return my hearty thanks for the strong cooperation and help given me for the last two years, especially coming as it has from the chairman of the program committee and from my friend, Mr. Gruver, as vice president, and I can assure you that he has been a very great help to me these two years. I accepted this honor that was conferred upon me in my absence with a heart full of gratitude to the members of this convention. I have tried to discharge the duties of the office with the aid of these helpers to the best of my ability, and I hope that this convention will go down in the memory of those who have been in attendance as one of the best conventions of the years that have gone.

Doctor ROGERS. Mr. President, before we close the convention I want to offer this motion, that we express our thanks here by a rising vote for the splendid manner in which our distinguished president has conducted the meetings of this convention at this time.

(The motion was seconded.)

(The convention rose with applause.)

Mr. F. M. DRIGGS. Unanimous twice over, Mr. President.

Doctor WALKER. Thank you, friends. I thank you, indeed.

I now declare this convention adjourned.

(Whereupon, at 10.45 o'clock a. m., the convention adjourned.)

DEMONSTRATIONS

SENSE TRAINING

ADALIA SKINNER, of the Iowa School

Goethe says: "If hands and eyes you deftly train, firm grows the will and keen the brain." This with developing observation, concentration, imitation and imagination was the purpose of this sense training demonstration, all of which is very important, but its value too often underestimated.

To aid in the development of sure and ready sight, we used the following exercises:

(Exercise 1:) The imitation of the teacher in motions of the arms, legs, hands, face, and tongue.

(Exercise 2:) Colors matched. Northampton worsteds were used. (a) The two groups were placed on the table for a child to match the colors. (b) One group was placed on the table, the teacher flashed one color from the other group, the child found the corresponding color in the group on the table. (c) Two groups were placed on the table, not in an orderly manner. One color was removed, not seen by the child. He then found the worsted to match the one removed.

(Exercise 3:) Bean-bag game. Each child was given a bean bag of brightly colored materials. The teacher held a group to match, which she threw into the air one at a time. The child with matching bean bag did likewise as quickly as he discovered he held the mate.

(Exercise 4:) Picture matching. (a) The children were given pictures of large single objects, which they matched with like pictures on a chart. Denison's bird paper was used. (b) One set of picture cards of groups of animals, scenes, etc., was flashed. The children found matching pictures in another group. (c) A game was played with picture post cards as a game of "Old Maid."

To develop the sense of touch the following materials were used: (No. 1:) The montessori broad stair and tower blocks were arranged according to size by the child, first, by sight and, second, by touch, child being blindfolded. (No. 2:) Geometrical solids. (a) The child observed a single object. It was then placed in a group and he found it by sight. (b) He observed an object and found it by touch. (c) He felt of an object and found it by sight. (d) He felt of an object and found it again by touch. (No. 3:) The Northampton groove board was used. This consists of a board of grooves of different lengths and shapes, into which the child fit the proper small sticks by sight and by touch. (No. 4:) Here we used the Northampton tablet board. A board on which there are various shapes and sizes of tablets, to which the child (blindfolded) matched small like tablets. (No. 5:) Surface board (Northampton); on one side are small pieces of rough and smooth materials and matching pieces in different positions. These the child matched by touch. (No. 6:) The Northampton string board we used in like manner. The child matched strings of different qualities from those on the board.

The following exercises we used to develop apt observation, also, and concentration, imitation, and imagination.

(No. 1:) The child reproduced the arrangement of geometrical solids. First one, then two, three, four, or as great a number of solids were arranged on the table as the child was able to reproduce by himself in the original positions.

(No. 2:) Four solids were placed in a row; one was changed while the child's eyes were closed. He then put the object in the first position. As the child was able to recognize the differences quickly more objects were added and more changes made.

(No. 3:) An observation game was played. Several objects were changed in the room while one child was blindfolded. The blindfold removed, the child rearranged things as they were originally.

(No. 4:) (a) The child followed the teacher a line at a time in drawing simple pictures on the slate. (b) The child reproduced a simple picture from memory. (c) Reproduced a group of objects in a picture. (d) Reproduced a picture drawn in several different colored crayons.

(No. 5:) Imitation of pictures. The children were shown a very simple picture, perhaps a girl wearing a cap and holding a doll or a boy playing with a dog. One child took the position of the boy or girl and found for himself the other objects necessary to complete the picture.

All of these exercises were not merely to entertain the children but presented step by step to give a foundation for accurate and ready work in the years that follow.

PRIMARY LANGUAGE

DOROTHY R. ZIEBACH, of the Iowa School

This demonstration was given to show how children might use language in the primary classes.

The children used in this demonstration had just completed their second year in school.

The first few minutes were spent in speech reading. First, the children found single objects from pictures which just one object in them. Then they found one object from pictures with several objects in them.

They found objects that were described, using "to have," as "Show me a man. He has a red tie."

They also found objects that were described, using "to be," as "Show me a woman. She is tall. She is large."

They found objects that were described, using "to have" and "to be" together as "Show me a boy. He has brown hair. It is curly. It is not long. He has blue eyes. He has a white blouse. It is not dirty."

The children described pictures. Each child was given a chance to volunteer, using "to have."

They talked in turn and wrote their sentences on the slate. The same was done, using "to be."

Next they put "to have" and "to be" together. Each child gave one descriptive sentence at a time.

The children in turn described pictures orally, using both "to have" and "to be." Each child had a picture and told all he knew about it.

The teacher wrote a description on the slate. One child was chosen to read it and find the picture that had been described.

The only material used in this demonstration was pictures. These were collected from magazines and children's books by the teacher. They were entirely new to the class.

LANGUAGE IN ARITHMETIC

Mrs. E. FLORENCE LONG, Iowa School

Classes made up of pupils in eighth, ninth, and tenth grades.

Textbooks used: Milne's "Arithmetic," Books II and III, and Wentworth's "Advanced Arithmetic."

The main points of the lesson were to teach pupils to think out a problem in logical order, to show each step and process, using language as far as possible, and presenting the work in an orderly manner in such a way that it can be explained and read off by the pupils orally if called upon.

The orderly arrangement of work, designation of process, and working out of all problems are begun as soon as problems are taken up, the results of training being best shown with advanced grades.

The pupil first considers the problem, decides what he is to do first, and writes out the first step, followed by the work. Each subsequent step is considered and stated and the work shown, and the whole presented, so that anyone looking at the work can tell at once what it is all about. At the end of the problem the answer is stated in language.

If called upon, the pupil can then get up and explain his problem, reading off from the written work.

The advantages claimed are that it teaches logical reasoning and orderly arrangement of the work and at the same time requires the use of language, makes them think in language terms, and teaches order.

The following examples will illustrate:

Tenth A

Chester Dobson

Wentworth's Advanced Arithmetic

Three partners received for goods—one, \$371.63; the second, \$285.40; the third, \$411.91. They paid for the goods \$879.34 and divided the profit equally among them. How much did each receive?

First, find the amount of sale.

$$\begin{array}{rcl} \text{One} & = & \$371.63 \\ \text{The second} & = & 285.40 \\ \text{The third} & = & +411.91 \\ \hline & & 1,068.94 \end{array}$$

Second, find the profit after paying for the goods.

$$\begin{array}{rcl} \text{Sale} & = & \$1,068.94 \\ \text{Cost} & = & -879.34 \\ \hline & & 189.60 = \text{profit.} \end{array}$$

Third, find how much each received for the goods.

$$\begin{array}{rcl} \text{Three partners} & = & 3) \$189.60 \\ & & 63.20 \end{array}$$

Each received \$63.20.

Milne's Book II.

Edward Mann.

Arithmetic, eighth grade.

Find the cost of plastering this room, 10 feet high, computing the area nearest to 1 square yard, and deducting the area of windows and doors.

Dining room, 14' 6" × 14'.
4 doors and 3 windows.

First, find the distance around the room and the area of the walls.

$$\begin{array}{rcl} \text{Length,} & 14\frac{1}{2} \text{ feet.} \\ \text{Width} & + 14 \text{ feet.} \\ \hline & 28\frac{1}{2} \text{ feet.} \\ 2 \text{ sides} & \times 2 \\ \hline & 57 \\ & 56 \end{array}$$

$$\begin{array}{rcl} \text{Distance around the room} & = & 57 \text{ feet.} \\ \text{Height} & \times & 10 \end{array}$$

$$\text{Area of the walls} = 570 \text{ square feet.}$$

Second, find the area of the ceiling.

$$\begin{array}{rcl} \text{Length,} & 14\frac{1}{2} \text{ feet.} \\ \text{Width} & \times 14 \\ \hline & 203 \end{array}$$

$$\text{Area of the ceiling, } 203 \text{ square feet.}$$

Third, find the area of the room and reduce to square yards.

Area of the room,	570	square feet.
Area of the ceiling	+203	square feet.

9 square feet=1 square yard=9)773 square feet.
85 $\frac{7}{10}$ or 85.9 square yards.

Fourth, find the area of 4 doors and 3 windows for deduction.

Each door	1.2 square yards.	Each window	.9 square yards.
Doors \times	4	Windows	3

Area for doors=	4.8 square yards.	Area for windows=	2.7 square yards.
Doors	4.8 square yards.		
Windows	2.7 square yards.		

Deduction=7.5 square yards.

Fifth, find the total area of the room after deduction.

Area of the room,	85.9 square yards.
Deduction	-7.5 square yards.

Total area, 78.4 square yards.

Sixth, find the cost of plastering the room at 32 cents per square yard.

Per square yard,	\$0.32
Square yards,	78.4

128
256
224

25.088=09

\$25.09 was the cost of plastering the room.

ADVANCED GEOGRAPHY

LILA WENDELL, Iowa School

Class made up of pupils of the eighth grade.

Textbook: Brigham and McFarlane, "Essentials of Geography," second book.

The pupils, having studied the lesson, come to class prepared.

The map hangs on the wall before the class. The teacher asks the questions orally, and the pupil replies, giving the short answer. The pupil then goes to the blackboard and writes the question and the short answer. Then, turning to the class, he answers the question in full, orally. In this way there is drill in speech and speech reading. The reason the short answer is required is to be sure the pupil understands the question and can answer it.

EXAMPLE

The lesson is on the North Central States.

Question: What States lie along the Mississippi River on the east? On the west?

Answer: Wisconsin and Illinois. Minnesota, Iowa, and Missouri.

Having written the question and short answer, the pupil reads: Wisconsin and Illinois lie along the east side of the Mississippi River, and Minnesota, Iowa, and Missouri lie along the west side.

Question: What State has the longest shore line on the Great Lakes?

Answer: Michigan.

Michigan has the longest shore line on the Great Lakes.

And so on.

MOTION PICTURES IN LANGUAGE WORK

TOM L. ANDERSON, Iowa School

Our work with motion pictures began when we attempted to use the weekly motion-picture entertainments, which we were giving in the assembly hall to all the household, as the basis for language work. Pupils were asked Monday morning to write something about one of the moving-picture subjects, of which several were always shown for variety. A "show" would be composed of a good comedy, such as one of Aesops Fables, a news, and a "feature" story. While the pupils seemed able to memorize enough to reproduce a fair composition, still the work was poor. The tendency was to reproduce the shortest subject, which was not often of value. The Sunday entertainment is always given for amusement, and too much educational matter here would take the edge off for most of our people.

Thus it was seen that a better arrangement would have to be made if we were to utilize moving pictures rightly. As I had been given full charge of this work, from the selection of the films to the operation of the machine, I gave considerable thought to our problem, and evolved a plan which I submitted to principal and superintendent. This met with their approval. It called for the purchase of a portable projector, a daylight screen, a Picturol projector and assortment of subjects, and the assemblage of all our glass slides and projection equipment into a specially made table on rollers so as to be moved readily from room to room. The plan called for my regular attendance upon the demands of the teachers on certain days each week, it being then my duty to project subjects called for by the teachers in connection with their textbook work. For instance, a geography class was studying South America. I was called in with all the material I had on South America, which I projected, and in most cases explained to the pupils.

At first we used the Picturol outfit. Later on, when we were able to get film subjects suitable, we gave the entire high school a reel or two the first thing on Monday morning. Sometimes this was a reel that had been shown the night before. At this showing the class was told to select a particular part to be written up. Pupils used notebooks and were taught to jot down notes as the reel progressed. The high-school teachers were also present and some made notes. At the end of the reel all were sent to their rooms, and each class, directed by its own teacher, then wrote the reproduction.

Good results were apparent from the first. We encouraged the boys and girls by selecting the best articles for publication in the Hawkeye, the school paper. This led them to better efforts, and reference books were called in to round out the subject matter suggested by the films.

At first we tried news reels, regarding them as current history. Some of the subjects were good, others not so good. Our best results followed the introduction of a series of one reel of industrial subjects supplied us free of charge by the General Electric Co. Such subjects as "Coal mining," "A woolen yarn," "Making cane sugar," "Beet sugar," etc., led our pupils into contact with the source of many everyday commodities which, being familiar subjects, went home.

I shall show you one of these reels now, under exactly the same conditions we face in classroom work. We have here a small portable projector and a daylight screen. We do not darken the room; we simply cut off direct light from the screen and proceed.

(Demonstrates use of projector and screen and permits audience to judge value of film shown.)

A second projector is of great value. It is a small affair, but it will send the old-style stereopticon and its clumsy glass slides to the junk heap. This projector handles still pictures placed on a strip of film containing 30 to 50 views. This strip, when not in use, flies away in a tiny metal can. Thus I can carry 500 views, full size on the screen, in a coat pocket. An extensive assortment of subjects for schoolroom use is now available, giving a total of 10,000 views, and additions are constantly being made. The company will make up films from your own material at a small cost compared to glass-slide charges, the average being 35 cents a "frame" for negative and print.

(Demonstrates use of still pictures by means of Picturol projector.)

DRAMATIZATION OF STORIES

ANNA R. EGAN, Iowa School

Class made up of third-grade pupils.

In presenting stories and drills to these children, I use, or rather, follow, the outline given in the manual of Croker, Jones, and Pratt, "Language stories and drills." This outline, I think, can not be improved upon.

One language story should be given each week and around it practically all the other language work may be centered.

First day.—Telling and dramatization of story:

- (a) New words presented.
- (b) Meaning of new words and expressions taught by objects, pictures, or action work.

- (c) Story told as a whole and dramatized by class.

Second day.—Writing of story.

Third day.—Reproduction of story and verb drill:

- (a) Children reproduce story from memory.
- (b) Drill on verbs in story.
- (c) Conjugation.

Fourth day.—Questions asked by children.

Fifth day.—Questions asked by teacher:

- (a) Children answer questions; short answers only.

INTERMEDIATE HISTORY

MAMIE COOL, Iowa School

The class comprised seventh-grade children.

Textbook: Montgomery, "Beginners' History."

The demonstration consisted of two lessons on Columbus.

The pupils came to class with lesson prepared by study at night. Or the lesson may be taken up as supervised study in the schoolroom, or again the questions may be assigned at night to be answered by the pupil and brought in on paper.

The important principle to observe is the way the questions are made out. They are constructed with the ultimate form of the narrative in mind, so that when the lesson is written out it will make a connected narrative. One may embody in the questions such words and phrases as it is desired to have the pupils use.

The teacher asks the question, orally. The pupils volunteer the answer. One is selected. He stands and gives the short answer. If correct, he is told to go to the board and write the question and the short answer. If desired, he may then be asked to repeat the answer in full.

Having finished the lesson, and the questions and short answers having all been written, the pupils go to the board, or use paper at their desks, and write out the story in full, omitting any number designating the answers, and bringing the whole together in story form.

This method has a threefold value: It gives opportunity for drill in speech and speech reading from both pupil and teacher; it makes a lesson in history and also a lesson in language.

Below is an example:

THE DISCOVERY OF AMERICA

ABOUT CHRISTOPHER COLUMBUS

1. Who discovered America? Christopher Columbus.
2. Where did he live when he was a little boy? In Genoa, Italy.
3. How long ago was that? About 450 years ago.
4. Of what was he very fond? Of the sea.
5. What did he want to become? A sailor.
6. Where did his father send him? To study what? To school. To study geography and map drawing.
7. When did he become a sailor? When he was 14 years old.
8. After many years on the sea, where did he go to live? Lisbon, Portugal.
9. What did he do then? He married the daughter of a famous sea captain.

10. After he was married, how did he make a living? By drawing maps and selling them to commanders of vessels.
11. What did he also do? He also made voyages to Asia, Iceland, and other countries.
12. What country was east of Europe? Asia.
13. What did the people there sell to Europe? Drugs, spices, and silk.
14. How did the traders get there? On camels across deserts.
15. How was the way? Long and dangerous.
16. At that time what did the people think about the shape of the earth? They thought it was flat.
17. After long study, what did Columbus think? That it was round.
18. Where did he believe the Indies were? Opposite Spain and Portugal.
19. How did he think he could get there? By sailing west across the Atlantic Ocean.
20. Why did he want to do this? To open up a better trade with the rich countries of the East.

(The story)

CHRISTOPHER COLUMBUS

Christopher Columbus discovered America. He lived in Genoa, Italy, when he was a little boy. That was about 450 years ago. He was very fond of the sea. He wanted to become a sailor. His father sent him to school to study geography and map drawing.

When he was 14 years old he became a sailor. After many years on the sea he went to live in Lisbon, Portugal. Then he married the daughter of a famous sea captain.

After he was married he made a living by drawing maps and selling them to commanders of vessels. He also made voyages to Asia, Iceland, and other countries.

Asia was east of Europe. The people there sold drugs, spices, and silk to Europe. The traders got there on camels across the desert. The way was long and dangerous.

At that time the people thought the earth was flat. After long study, Columbus thought it was round. He believed the Indies were opposite Spain and Portugal. He thought he could get there by sailing west across the Atlantic Ocean. He wanted to do this to open up a better trade with the rich countries of the East.

BEGINNERS' LETTER WRITING

ANNA E. HALLMAN, Iowa School

The demonstrating class consisted of primary pupils.

The work shown in this demonstration consisted almost entirely of action work. Each child's paper was partly prepared for him. The heading and salutation were put on each paper. The same thing was put on the wall slate, the children filling out the blanks with the name of the person or persons to whom they chose to write, usually "Mother and Father." Then the body of the letter was begun. Commands were given and acted out. One child talked to the class, telling what had been done, after which he wrote the sentence on the slate. When this was done the children copied the sentence on their papers. There was no trouble in having the children keep a margin or in signing their names in the right place.

NECROLOGY

MARY E. BENNETT

Miss Mary E. Bennett, a pioneer in oral education of the deaf, founder of the school for the deaf in the Los Angeles public schools, and supervisor of the school for a number of years, died August 15, 1925, after a long illness of heart disease at her home in Los Angeles.

Miss Bennett died on the eve of a considerable expansion of the plant and work of the school for the deaf, which has been at the Sixteenth Street School since its establishment 23 years ago. Plans for a new building at Seventeenth and Georgia Streets were drawn recently and submitted for her approval, but she was too ill to see them.

From small beginnings, the school had grown under her supervision until it now has a faculty of 11 teachers and an enrollment of 130 pupils of all ages up to the eighth grade. The oral method is used exclusively. A year ago Miss Bennett established classes for partially deaf children, which are conducted at various schools, only those entirely deaf being taught at the school for the deaf.

W. O. BRANUM

W. O. Branum died in Chicago, Ill., January 29, 1924, at the age of 80. For 52 years he was a teacher in the Tennessee School for the Deaf, retiring from active work several years ago. He was one of those deaf men of character and ability to whom our schools may point with pride.

JAMES C. CARSON

Dr. James C. Carson, who was superintendent of the New York institution for one year, 43 years ago, died at Syracuse, N. Y., January 1, 1926, at the age of 78. After leaving the New York institution he became superintendent of the State School for Mental Defectives, at Syracuse, a position which he held for 28 years. He made several contributions to the science of mental disease.

NETTIE CHRISTY

Miss Nettie Christy died December 15, 1924, at the home of her sister in Enid, Okla., as the result of a paralytic stroke suffered a year previously. Miss Christy gave service as a teacher of the deaf for a number of years in the Missouri and Nebraska schools. She was a woman of quiet but attractive personality, faithful in the performance of her school duties. Despite the burden of physical ailment, her cheerful friendliness to others was never affected. To those who knew her her life was a lesson.

THOMAS POLLOK CLARKE

Thomas Pollok Clarke was born in San Antonio, Tex., December 24, 1859, where his parents were residing for a few months. He was educated mainly in private schools in New Bern, N. C. and in an Episcopal school in Massachusetts.

As a young man he began life as a newspaper man and for some time was associated with the Nut Shell a paper published at New Bern. Later he served with an Asheville paper, where he made quite a reputation for himself. After a time he abandoned newspaper work to study law. Before he actually started an active career as a lawyer he was given an opportunity to enter work among the deaf, which he accepted, and followed this profession up to the time of his death.

He began his career as an educator of the deaf with his brother, F. D. Clarke, who at that time had charge of the Arkansas school.

From Arkansas Mr. Clarke went to the Michigan school, where he had charge of the college preparatory classes for a number of years.

In 1902 he accepted an offer to become superintendent of the Oregon school, and for three and a half years held that position. His good work in the Oregon school received recognition elsewhere, and in 1906 he was called to Vancouver to assume the superintendency of the Washington school. He continued in that position until 1917. He assumed the superintendency of the Arkansas school in 1917 and held it until 1919, when he returned to Vancouver to resume his former position in the Washington school.

In 1920 Mr. Clarke resigned as superintendent. Although relieved of his duties as superintendent, Mr. Clarke did not sever his connection with the school. He continued in the work as a teacher until early in March of this year, at which time he suffered a complete breakdown and entered the Portland Convalescent Hospital, where he remained until his death on August 27, 1925.

Thomas Clarke loved the deaf, and in his passing they have, to their profound sorrow, lost one of the best friends and advisers they ever had.

When Mr. Clarke came to Vancouver the Washington school was known as the School for Defective Youths. It was a comparatively small one, consisting of two brick buildings and a small frame building, which was used chiefly for the shops. The deaf and blind were all crowded into one building, while the feeble-minded were some distance removed. Mr. Clarke at once saw that if the school was to be managed efficiently and successfully these three classes of children must be placed under separate heads. The feeble-minded were removed to Medical Lake and the blind to their present site in Vancouver. The name of the school was then changed to the Washington State School for the Deaf.

Through the efforts of Mr. Clarke, Meade Hall was secured in 1906, and a little later the present industrial building, and Clarke Hall.

Mr. Clarke was a high-souled man and thoughtful of his fellow beings. He gave his whole life to make the deaf who came to him better fitted physically, mentally, and morally to meet life's problems, and denied himself the fame and fortune he was especially fitted to achieve in some more lucrative work.

THOMAS HINES COLEMAN

Thomas Hines Coleman was the son of a prosperous planter of South Carolina. He became deaf at the age of 11 years from cerebrospinal meningitis. He attended schools for the hearing, and was also taught by his mother and one of his sisters. So it was not until 1873, with a fair educational advancement, that he attended the institution for the deaf, at Cedar Spring, S. C. He remained for only a few months, when the school was closed on account of political troubles. Two or three years later, when the school was reopened, he attended for one session, and then entered Gallaudet College as a student, graduating with the class of 1882.

After graduation from Gallaudet College, he devoted a great deal of effort in establishing a school for the deaf of Florida, which he successfully founded at St. Augustine, and conducted for a short time. He afterwards taught for a short time in Oregon, and also South Carolina for many years. In 1923 the graduates of the Florida school honored him by the erection and dedication of a tablet, during a reunion at which he was a special guest.

His death occurred suddenly, on the 13th of September, 1924, as the result of hardening of the arteries and a heart lesion.

MISS M. COSGROVE

Miss M. Cosgrove, who died in her eighty-second year, was one of the pioneers in Catholic deaf-mute instruction in New York and Chicago. She was principal of the old St. Joseph's Institute in Brooklyn, N. Y., and also when it was moved to its present location on Buffalo Street in 1888. Later she was instrumental in building the present Ephpheta School in Chicago. Besides this she was active in other works of charity.

BROTHER JOSEPH COUTU, C. S. V.

Brother Joseph Coutu, C. S. V., devoted instructor in the Montreal French Catholic School for Deaf Boys, passed away in his eighty-first year, at Joliette, Canada, December 3, 1923. Brother Coutu made his lifework that of the in-

dustrial training of the deaf. A master printer, he spared no effort in imparting to his pupils the minute details of his work. He founded the printing department of this school, equipped it, and organized the different sections, and when he retired from active work, in 1903, the shop was functioning as one of the major parts of the school course. In appreciation of his labors, his co-workers and his pupils are one in their expression of love and esteem.

JOHN EMERY CRANE

John E. Crane, after 44 years as instructor in the Hartford school, died at his home in Hartford, Conn., July 16, 1924, at the age of 74.

Mr. Crane was born in the State of Maine and lost his hearing at the age of 10. Eight years later he entered the Hartford school, from which he graduated four years afterwards. He then entered Gallaudet College, completing the course with honors, graduating in 1877. Two years later he was appointed a teacher in the Hartford school, holding this position without interruption until 1923, when declining health compelled him to retire.

In 1890 Mr. Crane compiled "Bits of History," a book of 100 stories gathered from American history and written in simple language adapted to young deaf children. For eight years he was president of the New England Gallaudet Association, and it was largely through his influence that the obnoxious word "asylum" was dropped from the corporate title of the Hartford school. As a teacher he was particularly successful with children who were not able to go on with the regular classes.

In 1899 Mr. Crane received the degree of master of arts from Gallaudet College.

ALBERT LOUIS EDGERTON CROUTER

Albert Louis Edgerton Crouter, superintendent of the Pennsylvania Institution for the Deaf, Mount Airy, Philadelphia, was born near Belleville, Ontario, Canada, on September 15, 1846. His education was obtained in the public and high schools of Belleville and at Albert College. After teaching for two years in the public schools near Belleville, he came in January, 1866, to the United States, going as far west as Kansas. He there engaged for a short time in teaching in an English-Indian school at Shawneetown, Johnson County, and then, by a happy chance, was persuaded to accept a position in the Kansas School for the Deaf at Olathe under Mr. Thomas Burnside, principal. At the end of six months, although offered the principalship of the school, he came East the latter part of October, 1867, and accepted the position of junior teacher in the Pennsylvania institution then located in the center of the city. While employed in teaching, he continued his studies privately, attending lectures at the Franklin Institute and at the University of Pennsylvania. Teaching successfully various grades of classes from 1867 to 1884, he was in the latter year appointed head of the institution, succeeding Mr. Joshua Foster in that position. In his earlier years of teaching, he studied the sign language (he had few superiors as a sign maker) and the principles of sign-language instruction under Mr. A. B. Hutton, then principal, who had himself been a pupil of Laurent Clerc, the celebrated deaf teacher, brought from France by Thomas H. Gallaudet.

While yet a teacher Doctor Crouter became interested in oral methods of instruction through a visit to the Clarke School for the Deaf at Northampton, Mass., in the summer of 1875, and was instrumental in having articulation teaching greatly extended in the Pennsylvania institution in the autumn of that year. On taking charge of the institution in 1884, he speedily reorganized the school departments, systematizing and greatly extending the course of study; he placed the oral department on a practical and an enduring basis; he greatly extended trade teaching; reduced the size of classes; increased the terms of instruction, and improved the teaching staff throughout. The school had by this time quite outgrown its quarters at Broad and Pine Streets, and it was decided to remove it to a suburban location. The selection of a suitable site and the development of plans for the various departments engrossed much of his time for several years prior to the removal of the school to Mount Airy in 1892.

He was elected a charter member of the American Association to Promote the Teaching of Speech to the Deaf and became a member of its board of directors in 1890, and since then took a leading part in its growth and work. He was elected president of the association upon the resignation of Dr. Alex-

ander Graham Bell in 1904. He contributed valuable papers upon the education of the deaf to the American Annals of the Deaf, and the Association Review, and was a member of several literary and educational societies.

In recognition of his successful work and literary attainments, the honorary degree of A. M. was conferred upon him by Gallaudet College in 1885, the degree of LL. D. by Illinois College in 1894; and doctor of humane letters from Gallaudet College in 1924. The board of directors of the institution granted him an extended leave of absence in the summer of 1907, during which he visited Europe and represented the institution at the Sixth International Conference of Instructors of the Deaf at Edinburgh, reading, by special invitation, a paper on the organization and methods of the Mount Airy school and enjoying the added honor of representing as delegate the United States Government.

After serving 58 years in the Mount Airy School as teacher, principal, and superintendent—more than an average lifetime—he passed on to a well-earned rest on June 26, 1925, in his seventy-ninth year. He was beloved by thousands of the deaf in Pennsylvania to whose education he had devoted his life, and looked upon by educators of the deaf in this and other countries as a leader in all movements for advancement in the condition of the deaf.

JOHN ROBERT DOBYNS

John Robert Dobyns was born at Columbia, Mo., March 31, 1850. After being graduated from Westminster College, Mo., in 1874, Doctor Dobyns became a teacher in the Missouri school, and later in the Texas school. From 1881 to 1914, he was superintendent of the Mississippi school. He then held the position of president of Southwestern Presbyterian University, Tenn., from 1914 to 1916, and of president of Stonewall Jackson College, Va., from 1917 to 1919. In September, 1919, Doctor Dobyns returned to the work among the deaf as superintendent of the Arkansas school, where he labored until his death, January 4, 1924.

Doctor Dobyns was a man of great energy and one of the dominating personalities of the profession in which he was repeatedly and highly honored. He was a progressive leader, a ready, courageous and forceful debater, always counted upon for a strong part in the proceedings at conventions, and one who accomplished his tasks with devotion and sincerity of purpose. He was especially active in the affairs of the Presbyterian Church and was given a high place in its councils. In 1923 he had charge of the state-wide drive of the Synod of Arkansas to raise \$250,000 for Christian education.

CAROLINE F. ELWOOD

Caroline F. Elwood was born in Fenton, Mich., June 18, 1870, and died in Flint, Mich., February 6, 1926. Her ancestors rendered illustrious service in the Revolutionary War; her father was a prominent Methodist Episcopal minister of Michigan. Her education was obtained in the schools of the same State.

In 1895 she became connected with the teaching staff of the Michigan school after taking the normal training course under the direction of Dr. Francis D. Clarke of that school. She continued in the service of the same school until 1924 when, on account of failing health, she obtained a leave of absence. During most of her long connection with the school Miss Elwood taught in the primary department. Being a conscientious, faithful, and enthusiastic worker she came to understand deaf children thoroughly. She was able to interest her pupils in their work and to command their attention. Being a devout Christian herself she exerted an exemplary and far-reaching influence.

GUILFORD DUDLEY EURITT

Gulford Dudley Euritt, connected with the staff of instruction of the Virginia school since 1869, died June 6, 1925, after an attack of heart trouble. For many years Mr. Euritt was head teacher of the department for the deaf in the Virginia school, having charge of the high class. Trained for the law, Mr. Euritt decided instead to give his life to the teaching of the deaf. His scholarship and culture and his genuine Christian character were pervasive

influences in the school and community in which he moved. He was a great reader, and as editor of the school paper, the *Virginia Guide*, his writings were characterized by beauty of style and depth of thought. Possessed of gentleness and courtesy, a Virginia gentleman of the "old school," he was loved by all with whom he came in contact, in all walks of life.

MARY S. GARRETT

Mary S. Garrett, one of the pioneers in the work of teaching speech to young children, died July 18, 1925, after a short illness while on her vacation in New England. With her sister, Miss Garret founded in Philadelphia the Home for the Training in Speech of Deaf Children Before They Are of School Age, and for a number of years conducted that school as its principal.

MRS. J. S. GRAVES

Mrs. J. S. Graves died February 26, 1925, at her home at the Alabama School for the Negro Deaf and Blind. Mrs. Graves was superintendent of that school for the past two years, having succeeded her husband, the late Dr. J. S. Graves, upon his death. Her service in every phase of her work was of the highest order and her loss is greatly felt.

W. F. GRAY

W. F. Gray, an instructor in the Wisconsin school for 37 years, passed away early in 1924. Carrying to his work a devotion that did not wane with the years, Mr. Gray made a deep impression upon pupils and colleagues. Faithful to his duties, his was a full life and his memory a benediction.

STELLA STUART GUINNESS

Stella Stuart Guinness, born in New York City, devoted a lifelong career to teaching. Her first work was with hearing children in the kindergarten and home school of the country branch of the Child's Hospital, at West Brighton, Staten Island, from 1881 to 1890. She later became interested in the deaf, took special training, and then taught in a number of the leading schools for the deaf at Providence, R. I., at Mount Airy, Pa., at the Wright Oral School, and finally, from 1913 to 1925, in the Institution for the Improved Instruction, New York City. On April 1, 1925, she retired on a pension and on July 27 of the same year she died in St. Luke's Hospital, New York City.

SHELBY WYNNE HARRIS

Shelby W. Harris, after a five-year struggle against the ravages of tuberculosis, died at Sanatorium, Miss., November 26, 1925, at the age of 36. Losing his hearing when he was 3 years old, Mr. Harris entered the Mississippi school at 8 and remained for 10 years, graduating in 1907 at the head of his class. After completing the course at Gallaudet College he was appointed head teacher in the Mississippi school and editor of the school journal, continuing as such until 1918, when failing health caused him to resign and go to Colorado in an effort to recover. In addition to his excellent work in the classroom, Mr. Harris exerted telling influence in the molding of the character of his pupils in their extracurriculum activities.

MAY HARTOG

May Hartog, for 14 years a member of the faculty of the Utah school, during the last 10 of which she held the position of supervising teacher of the primary department, died October 24, 1925, from the effects of pneumonia. Miss Hartog was born August 9, 1879, and devoted her career to teaching. Previous to taking up work with the deaf she taught hearing children for 14 years in Ogden, Utah. She received her first special training in the Utah School for the Deaf, and later took the summer-school work at Clarke school, Northampton, Mass., and the summer course offered by the Central Institute at St. Louis. All this training, coupled with her years of experience, made her a teacher of rare ability. She possessed a most pleasing personality, and was an excellent disciplinarian in the higher sense. Her loss is a most serious one to the Utah school and to the profession of teaching.

HENRY D. HEYDON

Col. Henry D. Heydon, for 14 years a member of the board of trustees of the Rhode Island Institute for the Deaf, and president of the board for 11 years, died in January, 1925.

To Colonel Heydon's sound judgment and interest in the Rhode Island Institute for the Deaf is largely due the advancement the institute has made along every line in recent years.

Many in the profession will remember his genial presence and courtesy at the meeting of the American Association for the Promotion of the Teaching of Speech to the Deaf held at the Rhode Island Institute in 1912.

His loss is keenly felt at the Rhode Island Institute.

SADIE HOWARD

Sadie Howard graduated from the high class at the New York institution after a brilliant career as a pupil, and was later, for some time, a teacher in the New Jersey school. Her latter years were spent in New York City and vicinity, where she manifested a zealous interest in affairs connected with the deaf and their welfare. She was a woman of superior intelligence, a brilliant conversationalist, enthusiastic in her active sympathy in philanthropic work.

BLANCHE HELEN HUNT

Mrs. Blanche Helen Hunt was born in Carlyle, Ill., January 21, 1874. She completed the course in the Illinois Woman's College, receiving her diploma in 1892, excelling in the subjects in which she specialized. Soon after this she turned her attention to the education of the deaf, starting as a teacher in the Arkansas school. She then taught successively in the Florida, Illinois, and Kansas schools. Leaving Kansas, she went to California to join her mother and sister, the latter being a teacher in the California school. Fortunately for the school, there was soon a place for her to fill and she once more entered into the spirit of the work with zest, remaining for five years. On account of her wide experience in language work, she was made head of the English divisions in the four upper rotating classes. From the beginning it was evident that she was filling the assignment in a capable and satisfactory manner. She met situations promptly, for hers was the hand of a master. In a room of varying intelligence she could teach the apt and the inapt at the same time as though gifted with some strange power that emanated from her strong personality. She understood the psychology of the deaf child, and therefore possessed a sympathetic understanding of their peculiar problems. In short, she was to them as teacher, counsellor, and friend. Her culture became their aspiration; her Christian teachings and example of right living, her encouragement and kindly criticism fortified them in their long and hard struggle to overcome their handicaps.

After a long illness, Mrs. Hunt died at Diveron, Ill., September 2, 1925.

WILLIAM SEABORN JOHNSON

William Seaborn Johnson was born in Floyd County, Ga., May 4, 1845, on his father's plantation, about 2 miles from the Georgia School for the Deaf at Cave Spring. He received his early education at the Georgia school, then under the direction of his cousin. In 1858 his brother moved to Alabama, with a view to establishing a school for the deaf in that State, and young Johnson accompanied him to be enrolled as the first pupil in that school. In 1868 he entered the National College for Deaf-Mutes, now Gallaudet College, where he remained for two years. In the fall of 1870 he became a teacher in the Alabama school, in which capacity he remained until 1913. During the 43 years of his service in the Alabama school, Mr. Johnson was to the deaf of his State a father and adviser, the majority of them having come under his instruction; to their advancement he devoted all his energies and zeal.

On June 11, 1925, Mr. Johnson passed away at his home in Talladega, Ala.

EMMA F. KNIGHT

Emma F. Knight, on October 1, 1925, died at her home in Flint, Mich., at the age of 84. She became a teacher of the blind in the Michigan school in the seventies. In 1880, when the department for the blind was moved to Lansing into a school of its own, she became a teacher of the deaf and served faithfully and efficiently for nearly 40 years, retiring in 1918 to a well-earned rest.

Miss Knight was a very successful teacher of the deaf, for most of the boys and girls she taught in their childhood are to-day leading successful, happy, and useful lives in the communities in which they have located.

She was an able woman and made it her business to understand clearly her work. Patience and the kindly spirit of a mother she had in great measure, and she taught the subjects assigned to her in a careful, thorough-going manner, encouraging the upward climb of her pupils mentally and morally.

LILA FAIR LANDERS

Miss Lila Fair Landers, one of the younger members of the faculty of the Oklahoma school, died August 12, 1925, from the effects of an operation for the removal of a goiter. Miss Landers was born at Booneville, Ark., and received her education in the public schools of her native State and in Arkansas Teachers' College, Conway. She received her special training in the Arkansas School for the Deaf at Little Rock and taught there a year. Going to the Oklahoma school in the fall of 1921, she taught in the oral department four years. Three years ago she took the summer training course at Central Institute, St. Louis. Miss Landers was a bright, pleasant young lady and readily mastered the methods employed in teaching the deaf. She was an adept in the use of the sign language and frequently interpreted sermons for the deaf in the churches of the city. Soon after she went to Sulphur she transferred her membership to the First Methodist Church and became a member of the choir.

BROTHER NAPOLÉON LEMIEUX, C. S. V.

Brother Napoléon Lemieux, C. S. V., who devoted a good part of his life to the industrial teaching of the deaf as a member of the faculty of the French Catholic School for Deaf Boys, died in Montreal November 8, 1923, at 60 years of age. Like his predecessor, Brother Coutu, he was a master craftsman as a printer, and it was his aim to turn out master workmen in those whom he taught. Between the years 1903-1920 he provided the shop in the school with modern machines and equipment. For this unreserved devotion to his work he earned the love and appreciation of both pupils and fellow workers.

MABELLE J. LIBBY

Miss Mabelle J. Libby, who for the past 25 years has been a teacher in the Maine School for the Deaf, passed away on January 12, 1925.

Miss Libby was of a bright, cheerful disposition, beloved by all her pupils and coworkers. She was a conscientious, successful teacher, and her loss was keenly felt by the school.

FLORENCE T. LOAR

Miss Florence T. Loar, a valued and efficient member of the teaching corps of the Illinois school, died in a Chicago hospital February 26, 1924, at the age of 41. She had a successful career as a teacher of the deaf, being well qualified for her work, was of a pleasing personality, and manifested an unusual interest in the activities of the pupils.

ROBERT MATHISON

In his early manhood Robert Mathison was keenly interested in journalism, following that profession for a number of years. In 1872, when scarcely 30 years of age, he was appointed by the Liberal Government of Ontario bursar of the London Hospital for the Insane in that Province, in which position he showed unusual administrative and executive ability. In 1879 he was placed

in charge of the Ontario School for the Deaf, at Belleville, which then was greatly in need of improvement. Gradually he brought order out of chaos, made needed improvements about the premises, procured every equipment available, secured additional qualified instructors, and thus raised the school to a high plane of efficiency. For 27 years Mr. Mathison governed the destinies of the Ontario school and saw it increase greatly in enrollment and in usefulness.

Mr. Mathison was a prominent figure in the debates of the various meetings of the Convention of American Instructors of the Deaf. His gifts as an educator and organizer and his interest in all that pertained to the welfare of the deaf won for him the distinction of the honorary degree of master of arts from Gallaudet College in 1893.

After retirement from the work of teaching the deaf in 1906 he entered the business world. His heart, however, remained with the deaf and he always was their confidential friend. He died at his home in Toronto July 30, 1924.

MATHEW MINTER

Mathew Minter, for more than 25 years the teacher of shoemaking at the Illinois School for the Deaf, died at Passavant Hospital April 5, 1924, following a major operation.

Mr. Minter was one of Jacksonville's old and highly respected citizens. He was born in Germany 77 years ago, and had resided in Jacksonville for 70 years. He was in business in the city for many years, and was prominent in fraternal circles and in his younger years took an active part in politics, having held local offices and manifesting much interest in the welfare of the Republican Party.

Mr. Minter was a survivor of that almost extinct guild of workmen—shoemakers who could do custom work, who could measure the foot, cut, fit, and make fine shoes. The exigencies of custom have all but put such workmen out of business. He was a consistent, faithful, and thorough workman, a good man, a true friend.

SARAH JORDAN MONRO

Mrs. Sarah Jordan Monro, the wife of Rev. H. Usher Monro, died September 7, 1925, at her home in North Scituate, Mass., after a long illness. Mrs. Monro was a teacher in the Horace Mann School for many years. She was probably the first teacher of the deaf to teach speech systematically through the use of the piano and other musical instruments and to develop a sense of rhythm through music. Mrs. Monro was a frequent contributor to the magazines devoted to the education of the deaf, and was the principal of a teachers' summer-training school to which flocked students from all parts of the country.

She was a beautiful woman, of most charming personality, with a marked resemblance to her aunt, Miss Sarah Fuller, and was greatly loved by associates, pupils, and by all who had the privilege of knowing her.

IDA MONTGOMERY

Ida Montgomery was born in Chautauqua County, N. Y. When she was a very little girl her family moved to Michigan, where her father was a pioneer settler. She became deaf at the age of 10. In some way she heard of the New York Institution for the Deaf, then one of the few of its kind in the United States. Alone, with undaunted courage she made the journey by boat and by train to enter the school. There she spent nearly 50 years as pupil and teacher.

While still a pupil she was called upon to choose between crossing the Plains with her father, who drove a covered wagon, or of remaining in school. She felt that an education was the greatest possession that one could have, so she chose to stay in New York, though separated from her family.

She had marvelous success as a teacher. Her patience, understanding, and success with the slow and backward pupils won for her wide recognition. She commanded the love and respect of all her pupils and exerted an influence upon their lives that has endured. She loved all children, and all children loved her.

She was a woman of great literary ability, of unusual charm as a letter writer. She read widely, thought deeply, and expressed her ideas vigorously.

Because of her life, the world is richer, for all who met her felt the influence of her remarkable and inspiring personality.

ALICE J. MOTT

Miss Alice J. Mott died in Faribault, Minn., May 7, 1924, after a short illness. She was born in Faribault and save for short periods of time while pursuing her education, all her long and useful life was spent here. She was educated in the public schools and in St. Mary's Hall, then attended the University of Iowa, and later took a course in philosophy at Yale University and the University of Minnesota, receiving the degree of doctor of philosophy from the latter. Her whole life thereafter was devoted to educational work in various phases. She was highly gifted intellectually, and attained wide distinction as an educator. Had she cared to exercise her talents in a wider sphere, she might have risen to the highest positions in the gift of the State. But she preferred to devote her activities to home and home surroundings.

For a number of years she was a teacher in the Minnesota School for the Deaf, first as art teacher and later as teacher of a kindergarten and first-year primary class. She gave her heart to the work, as she did to every work that she undertook. Along with her exceptional mental gifts she had a heart full of love and tenderness for the little ones. Many a time she would take her class to her home, devise plans for their entertainment, and fill them with good things to eat. During the past few years she was a teacher at the Minnesota State School for the Blind.

Her whole life was preeminently a life of service—service for home and friends, service for the community, service for all who needed help and inspiration. And measured by this standard, hers was indeed a great and useful life.

She is survived by her aged mother, 98 years old, and her one sister, Miss Louise Mott, who have the deepest sympathy of her old-time friends and associates at the school.

LOUISE K. SCHACHT

Miss Louise K. Schacht died in November, 1924, after a brief illness, while a member of the faculty of the South Carolina school. She was a woman of fine Christian character, conscientious in her work, and devoted to the children in her care. Before going to South Carolina Miss Schacht also taught in the Louisiana and Arkansas schools.

MARY L. SIMPSON

Mrs. Mary L. Simpson, for 36 years a teacher in the South Dakota school, died September 16, 1925. She was the wife of Delos A. Simpson, founder of the Gallaudet School for the Deaf in St. Louis, and the mother of Mrs. Harriet Ellison, who for a number of years was a teacher of the deaf.

Mrs. Simpson was a graduate of the Michigan School for the Deaf and, besides 36 years as a teacher in the South Dakota school, she taught two years in the Michigan school and one year at the Gallaudet school.

She was greatly beloved by the deaf of South Dakota by reason of her splendid qualities of character, her unflinching interest in their continued welfare, her ceaseless efforts to exercise an uplifting moral and religious influence upon the pupils of the school in which more than half her life had been spent.

She was inspired by high ideals of character and possessed of a notably kind, patient, and refined disposition, and a ready willingness to cooperate with hearing teachers in work for those to whom her life was devoted. The value and the extent of the good influence of such a life can not be measured in words.

REBECCA E. SPARROW

On April 4, 1921, Miss Rebecca E. Sparrow, for 20 years a teacher of speech and lip reading to the advanced classes at the Rochester School for the Deaf, passed away at her home in Waltham, Mass.

In the fall of 1920, because of ill health, she resigned her position there and retired to her home, where she remained until the time of her death.

Miss Sparrow received the training for what proved to be her life work at Clark School, Northampton, Mass., where she early demonstrated her unusual

ability as a teacher of the deaf. After her connection with that school, from 1882-1894, she went to the Rhode Island Oral School, remaining there three years. From 1897 to 1900 she taught in the Colorado School for the Deaf and Blind, going to the Rochester school in the fall of 1900.

In her death the teaching profession, as well as the Rochester school, lost not only a distinguished teacher but also a woman of remarkable character.

Her little book "Stories and Rhymes in Melville Bell Symbols" has proved a valuable contribution to teachers of the deaf.

Miss Sparrow's work was always her first consideration and because of her enthusiasm and devotion to it she earned for herself the prominent place she held in the profession.

CORNELIUS SPRUIT

Cornelius Spruit was born in Pella, Iowa, November 11, 1852. Soon after graduating from Central College, in his native city, Mr. Spruit entered the profession of teaching the deaf, a calling which he followed for nearly 40 years. He began his life work in Council Bluffs, where he remained for 16 years, from 1882 to 1898. It was while teaching there that Mr. Spruit met and married Miss Effie Babb, a graduate of the Iowa school.

In 1899 Mr. Spruit went to the Illinois school, where he taught in the academic department until failing health obliged him to retire in 1921. After a long fight with disease, death came as a release from suffering on December 15, 1923.

Mr. Spruit was a Presbyterian in faith, and during his residence in Jacksonville served as an elder in Westminster Church, with which he was affiliated.

LEELA M. SUTHERLAND

Miss Leela M. Sutherland passed away on September 9, 1921, in Rochester, N. Y., at the home of her brother, Judge Arthur E. Sutherland.

Miss Sutherland was born in Newark, N. Y., November 7, 1859, the daughter of Rev. Andrew Sutherland and Mary McLean Sutherland. In her infancy the family moved to Geneva and later to Lima, N. Y., where her education began. She attended the seminary there and, later, the high school at Perry and Nunda.

In 1881 she entered Miss Coe's American Kindergarten Training School, then conducted in Washington Square, New York City. After completing the course, Miss Sutherland taught for one year in Georgia, and in September, 1883, became a teacher in the Rochester School for the Deaf. Her service there continued until June 1921, with the exception of a few months in 1888, when she was on leave, teaching a deaf child in Lexington, Ky.

At a memorial service held at the Rochester school, Superintendent Forrester said he had known many teachers of the deaf but never one more efficient, more devoted, more modest, more loyal, and more faithful than Leela M. Sutherland. As a teacher of language she was remarkable, and the high standard the school had attained was in large measure due to her beautiful character and wonderful skill.

JOHN W. SWILER

John W. Swiler was born in Cumberland County, Pa., December 14, 1844, of Scotch-Irish parents. He was a lad of about eight years when his parents removed from Pennsylvania to Illinois. He was graduated from Monmouth College with the class of 1864, and afterwards received the honorary degree of master of arts from his alma mater.

For the next few years he worked at several different vocations, which included teaching school and newspaper work. In the year 1867 he accepted a position as teacher in the Institute for the Deaf, at Jacksonville, Ill., which work he followed for 13 years. In 1880 he was elected superintendent of the Wisconsin School for the Deaf, and remained head of that institution for 21 years. He resigned his position with the Wisconsin School in 1901 and spent some time in travel, finally settling down in Burlington, Iowa, in 1902.

Mr. Swiler's efforts in connection with the education of the deaf met with great success. As an educator he stood in high prominence; his career was that of a benefactor.

JAMES N. TATE

James N. Tate was born in Callaway County, Mo., October 14, 1851, and died at Faribault, Minn., October 27, 1923. Doctor Tate received his collegiate training at Westminster College, Missouri. From 1873 to 1889 he served as teacher and acting superintendent of the Missouri school, and for the six years following he was superintendent of that school. In 1896 he was appointed superintendent of the Minnesota school, which position he held up to the date of his death. His policies were constructive and progressive, and his accomplishment was the betterment both materially and spiritually of the schools over which he presided.

MARY E. TONEY

Miss Mary E. Toney died October 2, 1925, at the age of 79, after many years of service as a teacher of the deaf. She was born at Aberfoil, Ala., December 14, 1846, and was educated at the Alabama School for the Deaf. After completing her course there she dedicated her life to the service of others who lived, like herself, in a world of great silence, and for 43 years taught in the school. The results of her untiring service can never be measured, for many of those coming under her gentle guidance and Christian influence have made for themselves places high in the busy walks of life. Her passing was felt as a personal loss to her deaf friends throughout the State, numbers of whom remember her affectionately as their teacher, and to others with whom she was associated in her long, fruitful career as an instructor.

SALLIE BAKER TRIPP

Sallie Baker Tripp was a graduate of the Girls' High and the Boston Normal Schools, and she began teaching at the Charles Summer School, where she endeared herself to all, forming life-enduring friendships. Her faithful, patient, and thorough work soon winning recognition, she was induced to accept a position at the Horace Mann School for the Deaf, where her eminently successful lifework began and continued with unabating enthusiasm, a joy to her, to the end.

Feeling deeply the need, Miss Tripp gave in recent years, with willing sacrifice of her spare time, evening courses in lip reading to classes of adults, who gladdened her heart by their spontaneous and sincere testimony of the great pleasure and benefit her practical and delightfully planned work had given them.

MARY CHEVIS UPHAM

Mary Chevis Upham was born in Jacksonville, Ill., and it was there that the greater part of her life was spent—a life devoted to the pursuit of art. After a course of study at the Art Institute of Chicago, where she had the benefit of such instructors as Van Laer, Dow, Vanderpool, and others of like ability, Miss Upham took up teaching.

At the Horace Mann School, and Teachers' College, Columbia University, Miss Upham had her first experience as a teacher. She then held a position as instructor in the Arthur Dow Summer School at Ipswich, Mass. From this place her steps turned again toward home, where her parents were still living.

Miss Upham was appointed head of the art department in the Illinois School for the Deaf, a position which she held for more than 20 years. She was a member of several art associations, among them the one in Jacksonville, to which she gave much time and thought. Her interest in the deaf was unflinching and she was ever ready to promote their welfare.

INDEX

AUTHORS AND SPEAKERS

	Page
Anderson, Tom L.:	
How can we coordinate the recreational department with the other departments of the school?.....	161-162
Motion pictures in language work.....	189
Buchanan, Arthur P., the organization and supervision of the industrial department.....	97-98
Bunch, Dr. C. C., residual hearing in pupils of the Iowa School for the Deaf, a preliminary report.....	32-39
Caldwell, Dr. William A., automobile repairing as a profitable trade for the deaf.....	108-109
Cool, Mamie, intermediate history.....	190-191
Devitt, Mrs. Pauline L., address.....	91
Driggs, Prof. Howard R.:	
Address.....	6-15
Demonstration, "Live language and how to get it".....	17-24
Vitalizing English.....	26-31
Egan, Anna R., dramatization of stories.....	190
Elstad, Mrs. Margaret W., home making as a vital part of industrial training for girls.....	103-106
Ely, Dr. Charles R., aims of Gallaudet College.....	165-167
Fusfeld, Irving S., purposes and extent of the survey of schools for the deaf.....	169-170
Gemmill, W. H., address.....	89
Gilbert, I. B., measurement of a teacher's worth.....	152-153
Griffin, Mary E., industrial work for girls.....	98-102
Hallman, Anna E., beginners' letter writing.....	191
Henderson, Jennie M., training of residual hearing.....	31-32
Henderson, Mrs. Myrtle L., intermediate language.....	67-71
Jones, Mabel K., the use of pictures in teaching language.....	71-74
Kimball, Hon. Clem, address of welcome.....	1
La Crosse, Dr. Edwin L., auricular training in the Wright Oral School.....	48-52
Lawther, Anna B., address.....	90-91
Long, Mrs. E. Florence, language in arithmetic.....	186-188
Long, Dr. J. Schuyler, bookbinding a practical and profitable trade for the deaf.....	109-110
McManaway, H. M., the proper training of shop teachers as the solution of most of our problems.....	112-114
Menzemer, H. J., should the school or the shop teach shop language?..	106-108
Mogridge, Dr. George, address on education of the feeble-minded.....	142-147
Oberlies, Hon. L. C., address.....	57-67
Peet, Elizabeth, more and better English.....	91-96
Perkins, Rev. J. R., heredity and environment.....	126-131
Skinner, Adalia, sense training.....	185-186
Stevens, Kelly H., free-hand drawing and applied art; their place in vocational training.....	110-112
Van Adestine, Gertrude, what Detroit is doing for her deaf and hard-of-hearing children.....	40-48
Walker, Dr. N. F.:	
Address opening the convention.....	3-5
President's address.....	84-88
Wendell, Lilla, advanced geography.....	188
Wright, John D.:	
Address, auricular training.....	48-52
Observations on foreign schools.....	74-82
Ziebach, Dorothy R., primary language.....	186

SUBJECTS

	Page.
Act of incorporation of the convention.....	V
Address of the president of the convention.....	84-88
Address of welcome, Hon. Clem Kimball.....	1
Advanced geography, Lila Wendell.....	188
Aims of Gallaudet College, Dr. Charles R. Ely.....	165-167
Discussion—Bjorlee, Ignatius; Driggs, Frank M.; Long, Dr. J. Schuyler.....	167-169
Amalgamation and federation with other societies.....	175-177
Assistant secretary.....	25
Auricular section.....	31-56
Auricular training in the Wright Oral School, Dr. Edwin L. La Crosse.....	48-52
Automobile repairing as a profitable trade for the deaf, Dr. William A. Caldwell.....	108-109
Beginners' letter writing, Anna E. Hallman.....	191
Bennett, Mary E., necrological notice.....	192
Bookbinding a practical and profitable trade for the deaf, Dr. J. Schuyler Long.....	109-110
Branum, W. O., necrological notice.....	192
Carson, James C., necrological notice.....	192
Certificates for attendance at meetings of the convention.....	183-184
Christy, Nettle, necrological notice.....	192
Clarke, Thomas Pollok, necrological notice.....	192
Coleman, Thomas Hines, necrological notice.....	193
Committees:	
Amalgamation.....	86
Auditing.....	25
Report of.....	177
Honorary members.....	25
Report of.....	172
Interpreters.....	25
Necrology.....	25
Report of.....	192-202
Nominating.....	25
Report of.....	178
Physical education.....	164
Program.....	88
Resolutions.....	25
Report of.....	172-177
Standing.....	VII
Statistics in the Annals.....	132
Summer schools for teachers.....	150
Communications:	
Betts, O. A.....	25
Bledsoe, J. F.....	25
Crouter, J. C.....	25
Fusfeld, Irving S.....	193
Gardner, I. B.....	25
Holway, Leo R.....	168-169
Lape, Esther E.....	174
Manning, A. C.....	25
Conference of superintendents and principals, Dr. Augustus Rogers presiding.....	131-142, 149-152
Discussion:	
The Annals.....	132-133, 150-152
Bjorlee, Ignatius; Blattner, J. W.; Booth, Frank W.; Fusfeld, Irving S.; Jones, Dr. J. W.; Scott, Wirt A.....	
Summer schools for teachers.....	133-142, 149-150
Adams, Mabel E.; Archer, Tunis V.; Bjorlee, Ignatius; Blattner, J. W.; Buchanan, A. P.; Driggs, Frank M.; Gilbert, I. B.; Goodwin, E. McK.; Jones, Dr. J. W.; Lee, Madison J.; Rogers, Dr. Augustus; Tillinghast, E. S.; Van Odestine, Gertrude; Walker, W. L.....	
Constitution of the convention.....	XIII
Cosgrove, Miss M., necrological notice.....	193
Coutu, Brother Joseph, C. S. V., necrological notice.....	193

	Page.
Crane, John Emery, necrological notice.....	194
Crouter, A. L. E.:	
Necrology.....	194
Notice of his death.....	25
Remarks on—	
Booth, Frank W.....	148, 149
Walker, Dr. N. F.....	149
Day-School Teachers, meeting of Council of, Miss Mabel E. Adams, pre- siding.....	160-161
Demonstrations, reports of:	
Advanced geography, Lila Wendell.....	188
Beginners' letter writing, Anna E. Hallman.....	191
Dramatization of stories, Anna R. Egan.....	190
Intermediate history, Mamie Cool.....	190-191
Language in arithmetic, Mrs. E. Florence Long.....	186-188
Live language and how to get it, Prof. Howard R. Driggs.....	17-24
Motion pictures in language work, Tom L. Anderson.....	189
Primary language, Dorothy R. Ziebach.....	186
Sense training, Adalla Skinner.....	185-186
Directors of the convention:	
1923-1925.....	VIII
1925-1927.....	VII
Dobyns, John Robert, necrological notice.....	195
Dramatization of stories, Anna R. Egan.....	190
Education of the feeble-minded, Dr. George Mogridge.....	142-147
Election of officers.....	180-183
Elwood, Caroline F., necrological notice.....	195
Euritt, Guilford Dudley, necrological notice.....	195
Executive committee, standing:	
1923-1925.....	VIII
1925-1927.....	VII
Free-hand drawing and applied art; their place in vocational training, Kelly H. Stevens.....	110-112
Garrett, Mary S., necrological notice.....	196
Graves, Mrs. J. S., necrological notice.....	196
Gray, W. F., necrological notice.....	196
Guinness, Stella Stuart, necrological notice.....	196
Harris, Shelby Wynne, necrological notice.....	196
Hartog, May, necrological notice.....	196
Heredity and environment, Rev. J. R. Perkins.....	126-131
Heydon, Henry D., necrological notice.....	197
Home making as a vital part of industrial training for girls, Mrs. Mar- garet W. Elstad.....	103-106
Honorary members of the convention.....	XI
Howard, Sadie, necrological notice.....	197
How can we coordinate the recreational department with the other departments of the school? Tom L. Anderson.....	161-162
Hunt, Blanche Helen, necrological notice.....	197
Industrial section.....	96-126
Industrial work for girls, Mary E. Griffin.....	98-102
Intermediate history, Mamie Cool.....	190-191
Intermediate language, Mrs. Myrtle L. Henderson.....	67-71
Interpreters, committee on.....	25
Invitations for meetings of the convention.....	179
Johnson, William Seaborn, necrological notice.....	197
Knight, Emma F., necrological notice.....	198
Landers, Lila Fair, necrological notice.....	198
Language in arithmetic, Mrs. E. Florence Long.....	186-188
Lemieux, Brother Napoléon, C. S. V., necrological notice.....	198
Letters:	
Submittal.....	III
Transmittal.....	IV
Lifty, Mabel J., necrological notice.....	198
Live language, and how to get it, Prof. Howard R. Driggs.....	17-24
Loar, Florence T., necrological notice.....	198
Mathison, Robert, necrological notice.....	198
Membership of the convention.....	VIII-XI

	Page
Minter, Mathew, necrological notice.....	199
Monro, Sarah Jordon, necrological notice.....	199
Montgomery, Ida, necrological notice.....	199
More and better English, Elizabeth Peet.....	91-96
Motion pictures in language work, Tom L. Anderson.....	189
Mott, Alice J., necrological notice.....	200
Necrology, committee on.....	25
Nominating committee.....	25
Observations on foreign schools, John D. Wright.....	74-82
Officers:	
1923-1925.....	VIII
1925-1927.....	VII
Election of.....	180-183
Opening address of the president of the convention.....	2
Oral section.....	67-74
Organization and supervision of the industrial department, the, Arthur P. Buchanan.....	97-98
Physical education, hygiene, aesthetics, etc., round-table discussion.....	161-164
Primary language, Dorothy R. Ziebach.....	186
Program:	
Monday, June 29, 1925.....	1
Tuesday, June 30, 1925.....	16
Wednesday, July 1, 1925.....	56
Thursday, July 2, 1925.....	83
Friday, July 3, 1925.....	131
Saturday, July 4, 1925.....	164
Proper training of shop teachers as the solution of most of our problems, the, H. M. McManaway.....	112-114
Purposes and extent of the survey of schools for the deaf, Irving S. Fustfeld.....	169-170
Discussion—Driggs, F. M.; Goodwin, E. McK.; Travis, J. E.; Walker, W. L.....	170-171
Report of the treasurer.....	177
Reports of demonstrations.....	17-24; 185-191
Residual hearing in pupils of the Iowa School for the Deaf, a preliminary report, Dr. C. C. Bunch.....	32-39
Resolutions.....	172-176
Round-table discussion:	
Physical education, hygiene, aesthetics, etc., Dr. J. Schuyler Long presiding.....	161-164
Discussion—Anderson, Tom L.; Burns, S. Robey; Cameron, D.; Cloud, D. T.; Ely, Dr. Charles R.; Hughes, Peter T.; Long, Dr. J. Schuyler; Rogers, Dr. Augustus; Rebal, Frank W.; Veditz, Mrs. B.; Walker, W. L.; Wallace, Miss M. L.....	152-160
Teachers, contracts, measurements, etc., Dr. J. W. Jones presiding.....	152-160
Discussion—Blattner, J. W.; Driggs, Burton W.; Gilbert, I. B.; Goodwin, E. McK.; Scott, Wirt A.; Tillinghast, E. S.; Travis, J. E.; Walker, W. L.....	152-160
Schacht, Louise K., necrological notice.....	200
Sections:	
Auricular section, Miss Jennie M. Henderson presiding.....	31-56
Address, "What Detroit is doing for her deaf and hard-of-hearing children," Gertrude Van Adestine.....	40-48
Papers:	
Auricular training in the Wright Oral School, Dr. Edwin L. LaGrosse.....	48-52
Discussion—Driggs, Frank M.; Wright, John D.....	52-56
Residual hearing in pupils of the Iowa School for the Deaf, a preliminary report, Dr. C. C. Bunch.....	32-39
Remarks of chairman.....	31-32
Industrial section, J. L. Johnson presiding.....	96-126
Papers:	
Automobile repairing as a profitable trade for the deaf, Dr. William A. Caldwell.....	108-109
Bookbinding a practical and profitable trade for the deaf, Dr. J. Schuyler Long.....	109-110

Sections—Continued.

Industrial section—Continued.

Papers—Continued.

Page

Free-hand drawing and applied art; their place in vocational training, Kelly H. Stevens	110-112
Home making as a vital part of industrial training for girls, Mrs. Margaret W. Elstad	103-106
Industrial work for girls, Mary E. Griffin	98-102
Organization and supervision of the industrial department, the, Arthur P. Buchanan	97-98
Proper training of shop teachers as the solution of most of our problems, the, H. M. McManaway	112-114
Should the school or the shop teach shop language? H. J. Menzemer	106-108
Discussion	114-126
Anderson, Tom L.; Blattner, J. W.; Booth, Frank W.; Camp, W. S.; De Motte, Amelia; Driggs, Frank M.; Gilbert, I. B.; Johnson, J. L.; Jones, Dr. J. W.; Long, Dr. J. S.; McAloney, Thomas S.; McClure, George M.; Menzemer, H. J.; Pleasant, F. B.; Scott, Wirt A.; Travis, J. E.; Walker, W. L.	
Oral section, Miss Sophia K. Alcorn presiding	67-74
Papers:	
Intermediate language, Mrs. Myrtle L. Henderson	67-71
Use of pictures in teaching language, the, Miss Mabel K. Jones	71-74
Senate resolution	II
Sense training, Odalia Skinner	185-186
Sessions, general:	
Addresses—	
Devitt, Mrs. Pauline L.	91
Driggs, Prof. Howard R.	6-15, 26-31
Gemmill, W. H.	89
Lawther, Anna B.	90-91
Mogridge, Dr. George	142-147
Oberlies, Hon. L. C.	57-66
Perkins, Rev. J. R.	126-131
Walker, Dr. N. F.	3-5
Papers—	
Aims of Gallaudet College, Dr. Charles R. Ely	165-167
More and better English, Elizabeth Peet	91-96
Observations on foreign schools, John D. Wright	74-82
President's address, Dr. N. F. Walker	84-88
Purposes and extent of the survey of schools for the deaf, Irving S. Fusfeld	169-170
Should the school or the shop teach language? H. J. Menzemer	106-108
Simpson, Mary L., necrological notice	200
Sparrow, Rebecca E., necrological notice	200
Spruit, Cornelius, necrological notice	201
Standing committees	VII
Statistics in the Annals, committee on	132
Summer school for teachers	133-142, 149-150
Superintendents and principals, conference of	131-142, 149-152
Sutherland, Leela M., necrological notice	201
Swiler, John W., necrological notice	201
Tate, James N., necrological notice	202
Teachers, contracts, measurements, etc., round-table discussion	152-160
Teachers, summer school for	133-142, 149-150
Toney, Mary E., necrological notice	202
Training of residual hearing, Jennie M. Henderson	31-32
Treasurer, report of	177
Tripp, Sallie Baker, necrological notice	202
Upham, Mary Chevis, necrological notice	202
Use of pictures in teaching language, the, Mabel K. Jones	71-74
Vitalizing English, Prof. Howard R. Driggs	26-31
What Detroit is doing for her deaf and hard-of-hearing children, Gertrude Van Adestine	40-48